

HOFSTRA UNIVERSITY SCHOOL OF LAW



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HOFSTRA UNIVERSITY SCHOOL OF LAW

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School of Law

121 HOFSTRA UNIVERSITY

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Hofstra University continues its commitment to extending equal opportunity to all qualified individuals without regard to race, color, religion, sex, sexual preference, marital status, age, national or ethnic origin, or physical or mental disability in the conduct and operation of its educational programs and activities, including admission and employment. This statement of nondiscrimination is in compliance with Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 and other Federal, state and local laws. The Director of Environmental Safety in the Plant Department (516) 463-6622 is the individual designated by the University to coordinate its efforts to comply with Section 504. The Equal Rights and Opportunity Officer is the University's official responsible for coordinating its adherence to Title IX and other equal opportunity regulations and laws. Questions or concerns regarding Title IX or other aspects of this policy (other than Section 504) should be directed to the Equal Rights and Opportunity Officer (516) 463-2500.

MESSAGE FROM THE DEAN

I doubt that there are very many law students today who have chosen their careers because they view the law as a convenient and comfortable profession to “fall” into for lack of better alternatives. Law school is rigorous and demanding and for many, somewhat humbling. Lawyers are viewed with respect but also with suspicion. Nonetheless, you have chosen well. The law is a marvelous profession, which offers opportunities for advancement and self-satisfaction far beyond most others. It is, I believe, a true meritocracy where success depends on talent, hard work, tenacity and one’s sense of values. In addition, a law degree presents an extraordinary choice of career options. Lastly, and most important, whatever path in the law one might choose, it provides the opportunity to experience the very special sense of satisfaction that comes from a career spent helping people – helping them to live their lives in peace, in decency and with dignity.

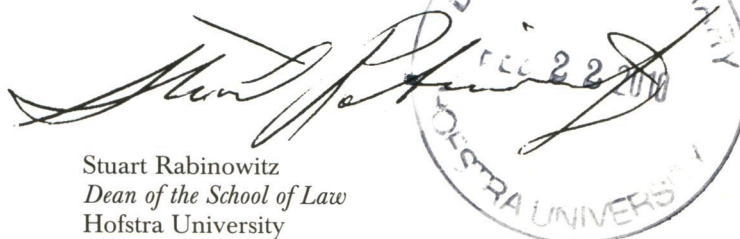
The choice of the “right” law school for the aspiring lawyer is more elusive. Luckily, it is difficult for an applicant to be terribly mistaken. There are many schools that will provide a student with the opportunity to obtain a quality legal education. Beyond that, however, there are differences among schools. The trick for the applicant is to find the one that best suits his or her needs and inclinations.

I believe that the student who would benefit the most from a legal education at Hofstra is one who seeks a rigorous preparation for entry into the profession, with special emphasis on writing and skills training. It is also one whose vision of learning encompasses not only the classroom experience but also informal discussions with faculty and colleagues in offices and student lounges; attendance at lectures by prominent judges, scholars and practicing attorneys; participation in conferences on the law and the legal profession; the devotion of time and effort to indigent clients in our voluntary *pro bono* program; and active involvement in the life of the law school community.

The cornerstone of Hofstra’s success is an extraordinarily talented and dedicated faculty. Its men and women are drawn from prestigious law firms, public interest organizations and services, governmental agencies and corporate counsel departments. They are persons of academic distinction, many of whom are recognized as national authorities in their disciplines. They also are committed to excellence in teaching; Hofstra takes great pride in its exceptional classroom teachers. We have a faculty who care deeply about legal education in general and about their individual students in particular. They make it a point to be accessible to students outside of the traditional classroom setting.

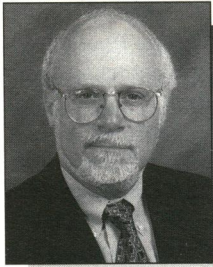
We seek those students who demonstrate high academic achievement and a commitment to the highest ideals of the legal profession. Our student body is a rich and diverse mix of men and women who come to us either directly upon the completion of their undergraduate education or who decide to attend professional school later in life. They desire and receive an excellent legal education taught in an exciting and innovative way. Our curriculum is designed to provide a broad-based legal education that will equip students to practice law in every state and federal court in the nation. Our emphasis is primarily upon the teaching of legal analysis, lawyering skills and professional responsibility. At the same time, we provide the opportunity for interested students to develop expertise in a number of particular areas of the law. For example, our extensive offerings in litigation and trial practice, consisting of a mix of classroom, simulation and clinical courses, present a unique in-depth exposure to advocacy skills and strategy. Other areas of possible concentration include Alternative Dispute Resolution, Corporate, Constitutional, Criminal, Family, International, Labor, and Tax Law.

Hofstra offers a rigorous, vibrant, but collegial academic atmosphere. This intellectually challenging yet nurturing atmosphere makes Hofstra a very special place at which to obtain a legal education.



Stuart Rabinowitz
Dean of the School of Law
Hofstra University

FACULTY



Stuart Rabinowitz

Dean and Andrew M. Boas and Mark L. Cluster

Distinguished Professor of Civil Procedure

B.A., City College of New York

J.D., Columbia University

Stuart Rabinowitz became Dean of the Hofstra University School of Law on September 1, 1989. Having joined the faculty in 1972, he has taught every class that has graduated from the Law School. In addition to serving as the Andrew M. Boas and Mark L. Cluster Distinguished Professor of Civil Procedure, Dean Rabinowitz' other areas of special interest include federal courts and conflict of laws. He also has participated as a special litigation counsel in a wide variety of private and *pro bono* cases.

Dean Rabinowitz is the Chair of the Nassau County Local Advisory Board. He served as a member of the Nassau County Commission on Government Revision, which was charged with drafting a new charter and a new form of government for the County. He is the recipient of the Martin Luther King Living the Dream Award, EOC; Distinguished Service in the Cause of Justice, Legal Aid Society; UJA Federation Leadership Award; Bar Association of Nassau County, Proclamation for Outstanding Service to both the Legal Profession and the Community; and the Faculty Distinguished Service Award, Hofstra University.

Dean Rabinowitz received his Juris Doctor degree *magna cum laude* from the Columbia University School of Law, where he was a Member of the Board of Editors of the *Columbia Law Review* and a Harlan Fiske Stone Scholar. He served on the Columbia faculty as an Associate in Law and then practiced law with a major New York City law firm. He is a member of Phi Beta Kappa and the American Law Institute. He previously served as Associate Dean and as Vice Dean of Hofstra School of Law.



M. Patricia Adamski

Vice Dean and Adolph J. and Dorothy R. Eckhardt

Distinguished Professor of Corporate Law

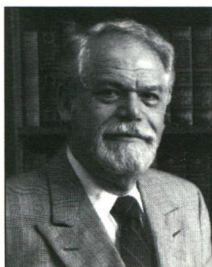
B.A., University of Wisconsin

J.D., University of Virginia

Professor Adamski has been a member of the faculty since 1979. She teaches primarily in the corporate area; her courses include the basic Business Organizations and Securities Regulation courses as well as seminars in Corporate Takeovers, Corporate Governance, and Advanced Securities. In addition, she regularly teaches the first-year course in Contracts. Professor Adamski received the Law Faculty Distinguished Service Award for 1988-1989. She has been Vice Dean since 1989 and serves as the Adolph J. and Dorothy R. Eckhardt Distinguished Professor of Corporate Law.

Before coming to Hofstra, Professor Adamski was an Associate at Dewey, Ballantine, Bushby, Palmer & Wood in New York. At that firm she specialized in corporate and securities litigation, which is her area of expertise.

Professor Adamski has co-authored and regularly revises a major treatise on the responsibilities and liabilities of corporate officers and directors. She also has written in the area of securities litigation. Professor Adamski is a member of the American Bar Association Committee on the Federal Regulation of Securities and its subcommittee on litigation.



Burton C. Agata

Max Schmertz Distinguished Professor of Law

A.B., J.D., University of Michigan

LL.M., (Trade Regulation), New York University

Professor Agata has been a member of the faculties of the Universities of Montana, - Houston and New Mexico. He also has been a visiting faculty member at the University of Wisconsin and New York University. He has served as Interim Dean of the Hofstra School of Law. His teaching areas include criminal law, trade regulation, and evidence, and he has authored numerous articles in those areas. He was Co-Director of the Northeast Regional Program of the National Institute for Trial Advocacy and the Director of the Advanced Practice Institute, Hofstra's program of continuing legal education. He has been Special Counsel to the New York State Senate Minority and Consultant to the New York City Charter Revision Commission. Professor Agata also was Reporter-Consultant to Action Unit Number 7 of the New York State Bar Association, which was charged with studying and making recommendations for the improvement of New York State's criminal justice system. He served as Senior Counsel to the National Commission on Reform of Federal Criminal Laws (the Brown Commission) just prior to coming to Hofstra.

Professor Agata has been elected to membership in the American Law Institute and is a Life Fellow of the American Bar Foundation. Presently, he is a member of the State Antitrust Law Committee of the ABA Section on Antitrust Law. He is a member of the Executive Committee of the Criminal Justice Section, the Committee to Study New Sentencing Legislation and Chair of the Committee on Revision of the Penal Law. He has also been Vice Chair of the Committee on the Donnelly Act of the New York State Bar Association. He has served as a member of the Committee on Trade Regulation and the Council on Criminal Justice of the Association of the Bar of the City of New York, as the Chairman of the Criminal Law Section of the Association of American Law Schools, and as Chairman of the Committee on Research of the American Bar Association's Section on Criminal Law. Professor Agata is also a Vice Chair of the American Bar Association Senior Lawyers Division Committee on Professionalism. In addition, he has conducted numerous studies as Director of the Comparative Study of the American Bar Association Criminal Justice Standards and New York Law, Director and Consultant for a Federal Judicial Center Study on Admissions and Discipline of Attorneys in Federal Courts, and Consultant to the Institute of Judicial Administration on the implementation of criminal justice standards. He also has been a Consultant to the Temporary New York State Commission on Constitutional Revision, the United States State Department, the Department of Health, Education, and Welfare, and the White House Special Agency on Drug Abuse Prevention and served as Chairman of the New York State Task Force on Standards and Goals for Prosecution and Defense. He also has been Special Counsel to the New York City Office of Collective Bargaining.



Judith Ford Anspach

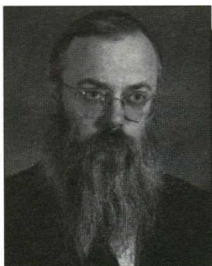
Director of Law Library and Professor of Law

B.S., Kent State University

M.L.S., Kent State University

J.D., Mississippi College

Professor Anspach comes to Hofstra from the University of New Mexico School of Law where she was Director of the Law Library and taught Legal Research and Writing, Advocacy, and Advanced Legal Research. She was also Director of Library Services at Thomas M. Cooley School of Law and Associate Law Librarian at the University of Connecticut. She is a past president of the Michigan Law Library Association and currently serves on the Executive Committee of the American Association of Law Schools' section on Libraries. She writes in the area of library management and the use of technology in law libraries.



Robert A. Baruch Bush

Harry H. Rains Distinguished Professor of Arbitration and Alternative Dispute Settlement Law

B.A., Harvard University

J.D., Stanford Law School

Professor Bush is a former Research Fellow of the Center for Comparative Judicial Studies in Florence, Italy, and of the Yale Law School, and a former Sheldon Travelling Fellow of Harvard University. As Deputy Director of Community Dispute Services of the American Arbitration Association in San Francisco, he initiated and managed the west coast's first neighborhood mediation program. He has served as an educational and program consultant with government, business and community agencies, developing and presenting courses on dispute settlement outside the courts. His research and publications have concentrated on economic analysis of access to justice, comparative judicial procedure and alternative dispute resolution.



Robin Charlow

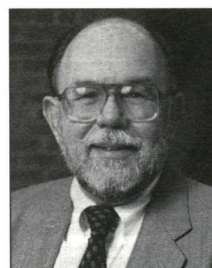
Professor of Law

A.B., Vassar College

J.D., Cornell University

Professor Charlow graduated from both Vassar College and Cornell Law School with high honors and is a member of the Order of the Coif. She teaches and writes primarily in the areas of constitutional and criminal law, and she has lectured to community and professional groups and appeared on television to comment on such subjects as federal bail and sentencing reforms, abortion, hate speech, separation of church and state, sex-based employment discrimination, and the conduct of criminal trials. Her scholarly articles have been published in the Stanford, Cornell and Texas law reviews.

Prior to coming to Hofstra, Professor Charlow was law clerk to a judge on the United States Court of Appeals for the Second Circuit, and then argued regularly before the Second Circuit as Appellate Counsel in the Federal Defender Services Unit. She was also a Senior Legislative Analyst for the New York City Office of Management and Budget, covering municipal tort liability, environmental and energy law, sanitation, elections, and capital expenditures. From 1986 to 1988 she worked as a full-time consultant to the National Advisory Committee of Federal Public and Community Defenders to fulfill that group's statutory responsibility to assist in the initial development of the Federal Sentencing Guidelines. Since joining the Hofstra faculty, she served for a number of years on the Due Process Committee of the National Board of the ACLU, and now serves on its Ad Hoc Fourth Amendment Committee. Also, she is currently on the Executive Committee of the AALS Section on Criminal Law and Procedure.



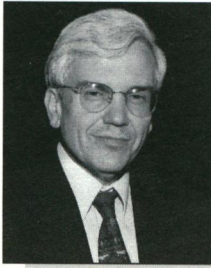
David Arthur Diamond

Professor of Law

A.B., LL.B., Harvard University

LL.M., New York University

Professor Diamond teaches in both the procedure and trial practice areas and in areas concerned with families and children. He is a Co-Director of the Northeast Regional Trial Practice Program of the National Institute for Trial Advocacy, which is held at Hofstra each year. He teaches and writes on legal problems of public education and in the area of civil litigation. He is a member of the Board of Directors of Mobilization for Youth Legal Services, where he was once employed as Chief Welfare Attorney and later as Director of the Law Reform and Test Case Unit. Prior to coming to Hofstra School of Law, Professor Diamond taught at Syracuse Law School and had previously been an Associate at Hughes, Hubbard and Reed in New York.



J. Herbie DiFonzo

Associate Professor of Law
Director, Criminal Justice Clinic
 B.S., St. Joseph's College
 J.D., M.A., Ph.D., University of Virginia

Professor DiFonzo's academic interests range from Criminal Procedure to Comparative Law, and from Legal History to Family Law. His career has been eclectic. Following law school graduation, he was selected as an Attorney General's Honors Law Graduate by the United States Department of Justice. He later served as an Assistant United States Attorney, in both the District of Columbia and the Eastern District of Virginia. His subsequent law practice focused on criminal defense, appeals, and family law, but also included an assortment of tort, contract, and professional malpractice litigation. Along the way he has taught college history courses, graduate law courses introducing civil law attorneys to common law jurisprudence, and written, directed and performed in amateur theatricals. He directs Hofstra's Criminal Justice Clinic, in addition to teaching regular classroom courses. He is the author of several articles in family and criminal law. His first book, *Beneath the Fault Line: The Popular and Legal Culture of Divorce in Twentieth-Century America*, was published in 1997. He lives with his teenage son Drew, and he plays as much piano and basketball as he can.



Janet L. Dolgin

Professor of Law and Maurice A. Deane Distinguished Professor of Constitutional Law
 B.A., Barnard College
 M.A., Ph.D., Princeton University
 J.D., Yale University

Professor Janet L. Dolgin is an anthropologist as well as a lawyer. Since joining the Hofstra faculty in 1984, she has written widely on the transformation of the American family and of American family law. Previously, she taught anthropology at Columbia University and at the Hebrew University of Jerusalem. Her books in anthropology include: *Jewish Identity and the JDL* (Princeton University Press) and *Symbolic Anthropology: A Reader in the Study of Symbols and Meanings* (co-edited with David S. Kemnitzer and David M. Schneider) (Columbia University Press).

After graduating from law school in 1981, Professor Dolgin practiced law with the Manhattan firm Davis Polk & Wardwell. In 1988-89 she lectured in Israel as a Fulbright Scholar. She has also taught at the Cornell Law School as a visiting professor of law.

Professor Dolgin's most recent scholarly work has included analyses of legislative and judicial responses to surrogate motherhood ("Status and Contract in Surrogate Motherhood" in the *Buffalo Law Review*); ("Status and Contract in Feminist Legal Theory of the Family" in the *Women's Rights Law Reporter*); parental alcohol and drug abuse ("The Law's Response to Parental Alcohol and Crack Abuse" in the *Brooklyn Law Review*); gestational surrogacy and unmarried fathers ("Just a Gene" in the *UCLA Law Review*); the transition of the family law system toward increasing autonomy and choice ("The Family in Transition" in the *Georgetown Law Journal*); "intentional" parenthood ("The Intent of Reproduction" in the *Connecticut Law Review*); the development and survival of the best-interest standard in family law ("Suffer the Children" in the *Arizona State Law Journal*); and ("Why Has the Best-Interest Standard Survived?" in the *Children's Legal Rights Journal*); the dissolution during the 19th century of the ancient institution of apprenticeship ("Transforming Childhood: Apprenticeship in American Law" in the *New England Law Review*) and the redefinition of childhood in the second half of the 20th century ("The Fate of Childhood" in the *Albany Law Review*).

Professor Dolgin's most recent book, *Defining the Family: Law, Technology, and Reproduction in an Uneasy Age* (New York University Press) examines the complicated, often contradictory, responses of the law to the radical changes that have altered the scope and meaning of the American family since the start of the Industrial Revolution.



Robert Ellis

Associate Professor of Law

B.A., Yale University

J.D., Harvard University

Professor Ellis is a graduate of Harvard Law School and holds a Bachelor of Arts degree in Philosophy from Yale College. After law school he practiced transactional corporate law at the law firms of Debevoise & Plimpton and Mayer, Brown & Platt, specializing in complex financings and securities issuances. Professor Ellis is admitted to the New York State Bar and is a member of the Association of the Bar of the City of New York.



Eric M. Freedman

Professor of Law

B.A., J.D., Yale University

M.A., Victoria University of Wellington (New Zealand)

Professor Freedman has two primary areas of academic interest. One is constitutional law and history, with a special emphasis on the history of the Revolutionary period and First Amendment topics. The second is litigation-centered and includes the fields of civil and criminal procedure and strategy, with a focus on the death penalty. He is currently writing a book on the history of *habeas corpus*.

Hofstra University awarded him its 1993-94 Stessin Prize for Outstanding Scholarship for his article "Why Constitutional Lawyers and Historians Should Take a Fresh Look at the Emergence of the Constitution From the Confederation Period: The Case of the Drafting of the Articles of Confederation." In 1992 the University chose him to deliver its Distinguished Faculty Lecture based on his article "The Law as King and the King as Law: Is a President Immune From Criminal Prosecution Before Impeachment?"

Professor Freedman was previously a litigation associate with the New York City firm of Paul, Weiss, Rifkind, Wharton and Garrison, where he pursued both a general commercial practice and numerous *pro bono* matters. Professor Freedman also has held a judicial clerkship on the United States Court of Appeals for the Second Circuit, studied abroad on a Fulbright Scholarship, and served as an Editor of the *Yale Law Journal*.

Professor Freedman has chaired the Committee on Civil Rights of the Association of the Bar of the City of New York and is a member of the Association's Committee on Capital Punishment and a consultant to its Committee on Legal History. He is actively involved in the continuing professional education of lawyers and judges, and in providing *pro bono* litigation advice and representation.



Monroe H. Freedman

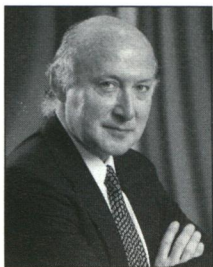
Howard Lichtenstein Distinguished Professor of Legal Ethics

A.B., LL.B., LL.M., Harvard University

Described in the *Harvard Law Bulletin* as "a lawyers' lawyer," Professor Freedman has represented lawyers throughout the country and testifies frequently as an expert witness on lawyers' ethics. His clients have included Professor Alan Dershowitz, William Kunstler and several members of the U.S. Congress.

Selections from Professor Freedman's books and writings are part of the assigned reading at most law schools, and his work has been relied upon by numerous courts, including the Supreme Court of the United States. An article in the *Journal of the Legal Profession* concluded that "[Monroe Freedman's] thinking, writing, and lectures ... have been the primary creative force in legal ethics today, both in the practice of law and in legal education."

Honors Professor Freedman has received include a Martin Luther King Award for "decades of work to advance human dignity and social justice," a Lehman-LaGuardia Award for Civic Achievement, and an award from the New York State Bar Association for Dedication to Scholarship and Public Service.



Leon Friedman

Joseph Kushner Distinguished Professor of Civil Liberties Law

A.B., LL.B., Harvard University

Professor Friedman, a former Associate at Kaye, Scholer, Fierman, Hays and Handler, was Director of the Committee for Public Justice and a Staff Attorney for the American Civil Liberties Union. He has argued or written the briefs for many important Supreme Court cases dealing with issues of the First Amendment, abuse of government power, and criminal procedure. He has also served as the Associate Director of the Committee on Courtroom Conduct of the Association of the Bar of the City of New York. *Disorder in the Courts*, which he wrote with Professor Norman Dorsen of New York University, is considered the leading work on that subject. Professor Friedman is the former General Counsel for Chelsea House Publishers and a leading copyright lawyer. He is the author of law journal and newspaper articles and a number of books, one of which, *The Justices of the U.S. Supreme Court, 1789-1969*, received the Scribes Award as the outstanding book on a legal subject during 1970.

He lectures regularly to federal judges around the country under the auspices of the Federal Judicial Center on civil rights and criminal procedure. He frequently lectures continuing legal education gatherings such as the Practising Law Institute and the American Law Institute/American Bar Association on civil rights, civil procedure and the first amendment.



Linda Galler

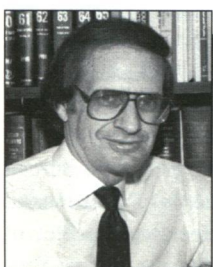
Professor of Law

B.A., Wellesley College

J.D., Boston University

LL.M., New York University

Professor Galler has practiced law as an associate in two New York City firms, Shearman & Sterling and Milbank, Tweed, Hadley & McCloy. She has broad experience in federal income tax matters, primarily in corporate transactions and international aspects of United States taxation. Professor Galler has published in the areas of international taxation, corporate taxation, administrative law, court procedure and tax lawyers' ethics. She is Vice-Chair of the ABA Section of Taxation Standards of Tax Practice Committee.

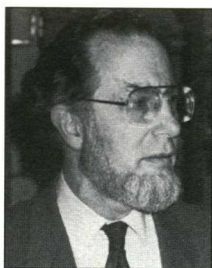


Mitchell Gans

Professor of Law

B.B.A., J.D., Hofstra University

Professor Gans was formerly an Associate in the Tax and Trust Estates Departments at Simpson, Thacher & Bartlett and Law Clerk to the Honorable Jacob D. Fuchsberg, Associate Judge, New York State Court of Appeals. Professor Gans has lectured extensively to various bar associations concerning taxation and trusts and estates issues. His scholarly research and writing have focused principally on those areas of taxation in which trusts and estates questions are implicated. Professor Gans' most recent article, published in the *Virginia Tax Review*, dealt with tax planning and policy issues implicit in the use of certain types of trusts under which the grantor retains an interest – popularly known as grantor retained income trusts (GRIT's) and grantor retained annuity trusts (GRAT's).



William R. Ginsberg

Rivkin, Radler, & Kremer Distinguished Professor of Environmental Law

B.A., Antioch College

J.D., Yale University

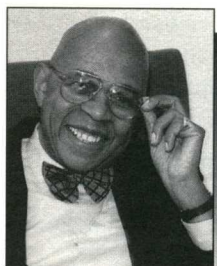
Professor Ginsberg teaches in the environmental, property and real estate fields. He is a Vice President and Member of the Board of Citizens' Housing and Planning Council of New York, former Chair of the Environmental Law Committee of the AALS, member of the Board and President Emeritus of the Catskill Center for Conservation and Development, and former Chair of the New York State Bar Association Section on

Environmental Law.

He is a member and former chair of the Committee on International Environmental Law and is a former member of the Environmental Law and Planning and Zoning Committees of the Association of the Bar of the City of New York. Professor Ginsberg is a member of the National Advisory Board of the Trust for Public Land and a member of the Advisory Committee of the Land Conservation Law Institute.

He has served as a Hearing Officer for the New York State Department of Environmental Conservation on matters concerning municipal and hazardous waste disposal and is the author of a report on the Love Canal tragedy for the Interagency Task Force on Hazardous Wastes. He has published, lectured, and consulted on a variety of subjects in environmental, property, and governmental fields and is the co-author and editor of *Environmental Law and Regulation in New York*.

Prior to his association with Hofstra School of Law, Professor Ginsberg practiced law as a Partner in the firm of Ginsberg, Schwab & Goldberg. He was General Counsel and Director of Research of the New York State Temporary Commission on the Powers of Local Government; Commissioner and First Deputy Administrator for the New York City Parks, Recreation, and Cultural Affairs Administration; and Deputy and Acting Executive Assistant to the President of the New York City Council.



John DeWitt Gregory

Sidney and Walter Siben Distinguished Professor of Family Law

B.A., Howard University

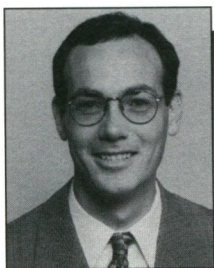
J.D., Harvard University

Professor Gregory, a former Vice Dean of the Law School, teaches primarily in the areas of matrimonial and family law. He is an elected member of the American Law Institute, serving as an adviser to the Institute's Project on the Principles of the Law of Family Dissolution. He is a Fellow of the American Bar Foundation and the New York Bar Foundation and a member of the Board of Editors of the Family Law Quarterly. He

is the author of *The Law of Equitable Distribution* and *Understanding Family Law* (with Swisher & Scheible) and has written in the areas of juvenile law, family law and constitutional law. He is a former Chair of the Section on Family and Juvenile Law of the Association of American Law Schools and of the Section on Minority Groups.

Following the general practice of law in Harlem and an association with a New York firm specializing in commercial and labor law, Professor Gregory served as an Assistant Attorney General in the Litigation Bureau of the New York State Department of Law. Subsequently, he was Assistant to the Commissioner for Departmental Legal Affairs in the Nassau County Department of Public Welfare and later served as Executive Director of Nassau Law Services, Inc. Professor Gregory is the former General Counsel and Executive Director of New York City's Community Action for Legal Services, Inc., the largest legal services program in the nation. Following his appointment to the Hofstra faculty, he was among the initial directors of the Community Legal Assistance Corp., the school's Neighborhood Law Office and first clinical program, where he worked as an attorney.

Professor Gregory has held appointments as Lecturer in Law and Social Welfare at the School of Social Work at Adelphi University and at the New York University School of Continuing Education. He is a Director and Vice Chair of the Center on Social Welfare Policy and Law and the past Chair of the Committee on Matrimonial Law of the Association of the Bar of the City of New York. Professor Gregory received the Law Faculty Distinguished Service Award for 1978-79 and in 1982 received the Outstanding Faculty Award presented by the law school's chapter of the Black American Law Students' Association for his untiring dedication and service. In 1984 he was selected to deliver the Third Annual Hofstra University Distinguished Faculty Lecture.



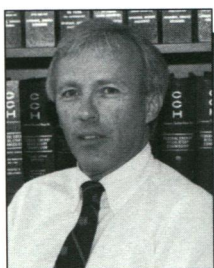
Grant M. Hayden

Associate Professor of Law

B.A., M.A., University of Kansas

J.D., Stanford Law School

Professor Hayden received his J.D. with distinction from Stanford Law School and holds a Bachelor of Arts degree in Philosophy and a Master of Arts degree in Art History from the University of Kansas. At Kansas, he taught the history of western art and led efforts to organize the graduate teaching assistants into a collective bargaining unit. As a law student, he was an editor of the *Stanford Law Review* and the *Stanford Law & Policy Review*, and a member of the Order of the Coif. Professor Hayden has served as a law clerk to the Honorable Deanell Reece Tacha, United States Court of Appeals for the Tenth Circuit, and as an associate at Shea and Gardner, a Washington, D.C. law firm. Professor Hayden's interests include labor law, employment law and voting rights.



James Edward Hickey, Jr.

Professor of Law

B.S., University of Florida

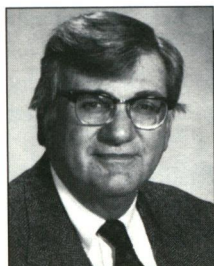
J.D., University of Georgia

Ph.D., University of Cambridge (Jesus College)

Professor Hickey has practiced law with two Washington, D.C., law firms in the areas of international law, law of the sea, federal energy and natural resources law, antitrust law and administrative law. He has taught a general course in public international law at Cambridge University and he was a Visiting Fellow at the Research Centre for International Law at Cambridge University during the summers of 1985 and 1987. In the spring of 1993 he was Visiting Scholar at the Law Faculty of the University of New South Wales, Australia, and in 1996 he taught in the Ninth Helsinki Summer Seminar of International Law.

Professor Hickey publishes regularly in the fields of international law, federalism, the environment, and energy and natural resources law. His books include *Government Structures in the U.S.A. and the Sovereign States of the Former U.S.S.R.* (1996), *The Environment: Global Problems, Local Solutions* (1994), and *Energy Law & Policy* (1989). Currently, Professor Hickey is co-authoring a book entitled *Energy, the Environment and the Global Economy*, to be published by the ABA.

Professor Hickey is a member of the ABA Special Committee on International Energy Law and the International Environmental Law Working Group of the American Society of International Law. He also has been a Consultant to the Energy Charter Secretariat, a Special Assistant to the National Petroleum Council (Water Availability Task Group), and a member of the Environment Peer Program Committee of Long Island Lighting Company. He has been a *pro bono* consultant to the Citizen's Advisory Panel (CAP), established by order of the United States District Court for the Eastern District of New York, and he is a foreign member of the Ukraine Academy of Ecological Sciences.



Bernard E. Jacob

*Alexander M. Bickel Distinguished Professor
of Communications Law*

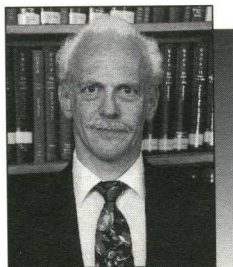
B.A., St. John's College, Annapolis, MD

J.D., University of California, Berkeley

Ph.D., New School for Social Research

Professor Jacob was law clerk to Justice William O. Douglas, Supreme Court of the United States. His career, since completing his clerkship, has included nearly 14 years of the practice of law, primarily real estate law, in New York and California; teaching law at U.C.L.A. and Hofstra; and service in major state and federal programs. Professor Jacob was a partner in the New York law firm of Fried Frank Harris Shriver and Jacobson from 1972 to 1981, and he also worked as

an associate in that firm and in Gibson Dunn & Crutcher in Los Angeles. He served as Consultant to the California Department of Water Resources and was a Special Assistant to the Commission, F.W.P.C.A., a forerunner of the Federal Environmental Protection Agency. He also served as Director of Reports, Analysis and Policy in the Office of Foreign Direct Investment, where he was awarded a Commerce Department Certificate of Appreciation for his work. Prior to his legal career Professor Jacob spent several years as an Associate at the Institute of Philosophic Research under Mortimer Adler. Professor Jacob completed his Ph.D. in philosophy many years later at the Graduate Faculty of the New School. His dissertation, *Finding a Place for Rhetoric: Aristotle's Art of Rhetoric in its Philosophic Connections*, initiated his continuing interest in classical rhetoric and the theory of communication. In recent years Professor Jacob has published articles on speech and rhetoric in both legal and nonlegal journals.



Lawrence Kessler

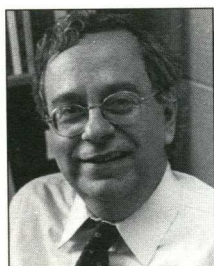
Richard J. Cardali Distinguished Professor of Trial Advocacy

B.A., J.D., Columbia University

Professor Kessler is a national expert in the field of trial advocacy training. He is the Director of the National Institute of Trial Advocacy's Master Advocates' Program, the Co-Director of the National Institute for Trial Advocacy's Northeast Regional Program, and a Team Leader and teacher in Advocacy Teacher Training and Trial Advocacy courses at law schools and agencies throughout the country. He has also designed advocacy programs for groups as diverse as the New York State Department of Health and the District Attorney's

Office of Queens County.

Professor Kessler, former Law Clerk of Judge Edward C. McLean, United States District Court for the Southern District of New York, has also served on the faculty of the University of Cincinnati College of Law. He is a former Senior Trial Attorney for the Legal Aid Society, Federal Court Branch, and has actively practiced law as a criminal defense attorney in the Federal District Courts for more than 25 years.



Stefan Krieger

Associate Professor of Law

B.A., University of Chicago

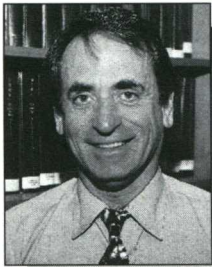
J.D., University of Illinois

Following law school, Professor Krieger served as a Law Clerk for Judge Hubert L. Will, Federal District Court, Northern District of Illinois, Chicago. He was a Staff Attorney at the West Side Office of the Legal Assistance Foundation of Chicago from 1977 to 1979. Professor Krieger was a clinical teacher for 13 years at the University of Chicago Law School and Southern Methodist University School of Law and has

taught at Hofstra since 1992.

Professor Krieger specializes in the areas of public utility regulation, housing, and community development. At the Chicago clinic Professor Krieger and his students represented a statewide coalition of community groups in successful efforts in 1985 to obtain passage of the Energy Assistance Act, which prohibited utility shut-offs of low-income customers who paid 12 percent of their income to their utilities. At SMU Professor Krieger's students completed an extensive study of the Dallas County eviction courts that contained recommendations for reforming the system. Professor Krieger presently is co-chair of the Housing and Economic Development Committee of the Village of Hempstead Neighborhood Advisory Council, a community organization dedicated to improving conditions in the village.

Professor Krieger's scholarly interests are in the areas of public utility regulation and litigation strategy. He recently published an article on nonunanimous settlements of public utility rate cases in the *Yale Journal on Regulation*. He is presently writing two textbooks, one on case planning (with Professor Neumann) and the other on interviewing, counseling, negotiation and fact analysis (with Professor Neumann and two other co-authors).



Eric Lane

Eric J. Schmertz Distinguished Professor of Public Law and Public Service

B.A., Brown University

M.A., State University of New York at Stony Brook

J.D., Fordham University

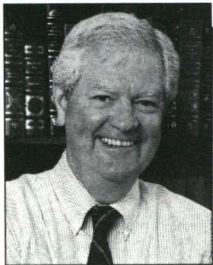
LL.M., New York University

Professor Lane is the Eric J. Schmertz Distinguished Professor of Public Law and Public Service at Hofstra University School of Law where he has been teaching since 1976. He teaches courses relating to the structure and processes of government. He is the co-author of two books with the Honorable Abner J. Mikva. The first, entitled *The Legislative Process*, is a law school text. The second, *An Introduction to Statutory Interpretation and the Legislative Process*, is a text for law students and lawyers. He is also the author of a number of articles on governmental decision-making.

From July 1993 to February 1995 he served as Counsel to the New York State Temporary Commission on Constitutional Revision. The Commission, established by Governor Mario Cuomo and chaired by Peter Goldmark, President of the Rockefeller Foundation, was charged with reviewing various aspects of the New York State Constitution.

Professor Lane served, in 1990, as chair of the New York City Task Force on Charter Implementation. From 1986 to 1989 he served as executive director/counsel to the New York City Charter Revision Commission. This commission produced the broadest changes in New York City government since 1901.

Professor Lane also spent six years (1981-1986) as Chief Counsel to the New York State Senate Minority. He serves on the boards of the Vera Institute of Justice and the Museum of Natural History.



Malachy T. Mahon

Siggi B. Wilzig Distinguished Professor of Banking Law

B.A., Manhattan College

J.D., Fordham University

Professor Mahon is a former Law Clerk to Justice Tom C. Clark, Supreme Court of the United States. After practicing law in New York City, he taught at Fordham Law School, served as Chief Counsel to the New York State Governor's Special Committee on Criminal Offenders, and then as the founding Dean of the Hofstra School of Law from 1968 to 1973. He taught at the University of Texas Law School as the Wright C. Morrow Visiting Professor, and was Executive Director and Special Assistant Attorney General for the 1975 Meyer Investigation of the Attica Prosecutor's Office. From 1983 to 1996 he served as Member or Chairman of the Nassau County Board of Ethics. His book, written for a Special Committee of the Association of the Bar of the City of New York, *Mental Illness, Due Process and the Criminal Defendant*, has been widely cited and quoted by federal and state courts, including the U.S. Supreme Court. In addition, he has written a monthly column on developments in commercial law for the *New York Law Journal*, and is a member of the American Law Institute. He is a Member of the Uniform Commercial Code Committee of the American Bar Association's Section of Banking, Business and Corporation Law.



Linda C. McClain

Associate Professor of Law

A.B., Oberlin College

A.M., University of Chicago

J.D., Georgetown University

LL.M., New York University

Upon graduation from Georgetown University, where she served as an editor of the *Georgetown Law Journal*, Professor McClain practiced litigation at Cravath, Swaine & Moore for five years. She then obtained an LL.M. at New York University, where she pursued her research interests in jurisprudence and gender and the law. Much of Professor McClain's scholarly work reflects her ongoing project of evaluating prominent civic republican, communitarian and feminist critiques of liberalism and liberal theories of rights (including rights of autonomy and privacy) and attempting to offer a viable liberal feminist theory that synthesizes core principles of liberalism and feminism. Those publications include: "'Atomistic Man' Revisited: Liberalism, Connection, and Feminist Jurisprudence" in *Southern California Law Review* (1992); "Rights and Irresponsibility" in *Duke Law Journal* (1994); "Inviolability and Privacy: The Castle, The Sanctuary, and The Body" in *Yale Journal of Law & the Humanities* (1995); "In Search of a Substantive Republic" in *Texas Law Review* (1997) (with James E. Fleming); and "Toleration, Autonomy, and Governmental Promotion of Good Lives: Beyond 'Empty' Toleration to Toleration as Respect" in *Ohio State Law Journal* (1998). In her work, she often addresses the issue of reproductive rights and responsibilities. Hofstra University awarded her its 1996-1997 Stessin Prize for Outstanding Scholarship for her article, "'Irresponsible' Reproduction" in *Hastings Law Journal* (1996). Professor McClain teaches Property, Feminist Legal Theory, Jurisprudence, Law and the Welfare State, and Sex-Based Discrimination. In the fall of 1993 she was a Visiting Associate Professor of Law at the University of Virginia Law School. Professor McClain is a member of the Association of the Bar of the City of New York and serves on the Committee on Women in the Profession.

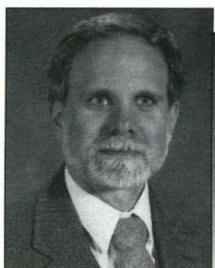


Mark L. Movsesian

Associate Professor of Law

A.B., J.D., Harvard University

Professor Movsesian received his A.B. *summa cum laude* from Harvard College and his J.D. *magna cum laude* from Harvard Law School. As a law student Professor Movsesian was an editor of the *Harvard Law Review* and a recipient of the Sears Prize, which is awarded to the two highest-ranking students in the second-year class. Professor Movsesian has served as a Law Clerk to the late Chief Judge Harrison L. Winter of the United States Court of Appeals for the Fourth Circuit, as an attorney-adviser in the Office of Legal Counsel at the United States Department of Justice, and as a Law Clerk to Associate Justice David H. Souter of the Supreme Court of the United States. Professor Movsesian's interests include contracts, legislation and private international law.



Richard K. Neumann, Jr.

Professor of Law

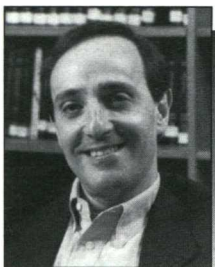
B.A., Pomona College

Dipl., University of Stockholm

J.D., American University

LL.M., Temple University

Professor Neumann came to Hofstra in 1978 after teaching at the law schools of Temple University and Wayne State University. At Hofstra he has taught civil procedure, counseling and negotiation, pretrial litigation, federal courts, legal writing, trial techniques and clinical courses. Professor Neumann is the author of a textbook, *Legal Reasoning and Legal Writing*, published in 1990 and now in its third edition. Among his law review articles are "After an Insurrection" in the *Yale Journal of Law and the Humanities* (1991) and "On Strategy" in the *Fordham Law Review* (1990). He is writing a text on interviewing, counseling, negotiation, and the analysis of facts (with Professor Krieger). In 1992 he was a scholar in residence at the Palacky University Law Faculty in the Czech Republic. He is a member of the Board of Directors of the Association of Legal Writing Directors; served for several years on the American Bar Association Committee on Communications Skills; and is a past chair of the Section on Legal Writing, Reasoning, and Research of the Association of American Law Schools.



Alan N. Resnick

Benjamin Weintraub Distinguished Professor of Bankruptcy Law

B.S., Rider College

J.D., Georgetown University

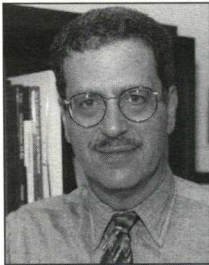
LL.M., Harvard University

Professor Resnick, who teaches in the bankruptcy, commercial law and contracts areas, joined the Hofstra faculty in 1974. He served as Associate Dean of the Law School from 1979 to 1981. His treatise, Weintraub & Resnick's *Bankruptcy Law Manual*, is now in its fourth edition. He is editor of *Bankruptcy Practice and Strategy* and co-editor (with the late Professor Eugene M. Wypyski) of the seventeen-volume *Bankruptcy Reform Act of 1978: A Legislative History*. His articles have appeared in *Rutgers Law Review*, *William and Mary Law Review*, *American Bankruptcy Law Journal*, *Banking Law Journal*, and in other professional publications. He also is the author of a quarterly column on bankruptcy law published in the *Uniform Commercial Code Law Journal*. Professor Resnick's writings have been cited in more than 100 judicial opinions, including opinions of the Supreme Court and the courts of appeal in several federal circuits.

Professor Resnick was appointed by Chief Justice William H. Rehnquist to serve as Reporter to the Advisory Committee on Bankruptcy Rules of the Judicial Conference of the United States. He also has been active in other law reform activities, having testified on federal bankruptcy law issues before committees of the House of Representatives and the National Bankruptcy Review Commission. He also has participated at professional conferences on law reform and other issues sponsored by various organizations, including the Executive Office for United States Trustees, the Rand Institute, and Judicial Conference committees.

A frequent speaker at professional seminars, Professor Resnick has lectured to audiences of bankruptcy judges in every region of the nation and has addressed the National Conference of Bankruptcy Judges at its annual convention. He also has taught at seminars for newly appointed bankruptcy judges sponsored by the Federal Judicial Center. He has been a regular member of the faculty of the annual New York University Bankruptcy and Reorganization Workshop, and of the annual Bankruptcy Symposium sponsored by the United States Bankruptcy Court for the Eastern District of Pennsylvania. Professor Resnick has been elected to

membership in the American Law Institute and the National Bankruptcy Conference. He also is an elected Fellow of the American College of Bankruptcy and is a member of the American Bankruptcy Institute. Professor Resnick had served on the Panel of Commercial Arbitrators of the American Arbitration Association and on the Board of Directors of the New York Civil Liberties Union-Nassau Chapter.



Andrew Schepard

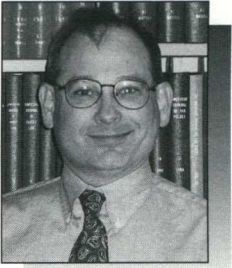
Professor of Law

B.A., City College of New York

M.A., Columbia University

J.D., Harvard University

Professor Schepard's special interests are in family law especially as it affects children, civil litigation, alternative dispute resolution and developing simulation-based programs of clinical education. In 1995 Professor Schepard was awarded the Chair's Cup of the Family Law Section of the American Bar Association for "meritorious service exceeding what is expected of our leadership." Professor Schepard is a 1972 graduate of Harvard Law School and was Articles Editor of the *Harvard Law Review*. Following graduation he clerked for Judge James L. Oakes of the United States Court of Appeals for the Second Circuit. Later he was Special Counsel to the City Attorney of Los Angeles and in private practice in civil litigation, with several law firms in Los Angeles and New York. He has served as a Special Consultant to the State Bar of California to develop legislative proposals to simplify court procedures. Professor Schepard was on the faculties of Columbia University and the University of Southern California Law School. While at Columbia he founded an interdisciplinary (law, psychiatry and social work) Clinical Seminar on Advocacy for Children in which students served as law guardians. He was a principal consultant to the New York Law Revision Commission's Report on the Child Custody Dispute Resolution Process, which recommended a program of mediation for child custody disputes. Professor Schepard is a founder and project director for Parent Education and Custody Effectiveness (P.E.A.C.E.), an interdisciplinary, court-affiliated education program for parents to help them reduce the difficulties their children experience during divorce and separation. P.E.A.C.E. has produced an award winning video for parents and has been recognized by the Association of Family and Conciliation Courts for its "ongoing contribution to improving the lives of parents and children." Professor Schepard also helped design PARTNERS, an educational program for high school students about the legal responsibilities of marriage and communication skills, sponsored by the Family Law Section of The American Bar Association, in use in more than 400 schools nationwide. He is the Reporter for the Task Force of the American Bar Association Family Law Section, which is revising its standards of Practice for Divorce and Family Mediation. He is the Director of the National Institute for Trial Advocacy's Northeast Deposition Program for Practicing Lawyers. Professor Schepard has written many articles about divorce, child custody law, procedure and mediation of child custody disputes, as well as other aspects of judicial administration. He founded the Law and Children column of the *New York Law Journal*. He was formerly Chairman of the Legal Affairs Committee of the National Governing Board of Common Cause and a member of the Board of Education of the Mamaroneck School District. He is a member of the Board of Directors of the Association of Family and Conciliation Courts and a Fellow of the American Bar Foundation.



Norman I. Silber

Professor of Law

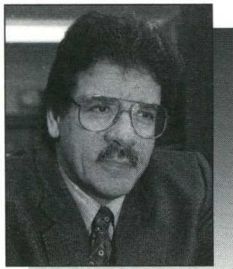
B.A., Washington University

M.A., Ph.D., Yale University

J.D., Columbia University

Professor Silber teaches and writes in areas that relate to consumer law, legal history and nonprofit corporations. He joined the Hofstra law faculty in 1989 after practicing with the law firm of Patterson, Belknap, Webb & Tyler, and serving as a law clerk to Judge Leonard I. Garth of the U.S. Court of Appeals for the Third Circuit. Prior to entering law school Professor Silber taught history at Sarah Lawrence College and Yale University. He has been an interviewer for the Columbia University Oral History Research Office.

Along with publications in the *Harvard Law Review*, the *Pittsburgh Law Review*, and other academic journals, Professor Silber has written a book about consumer protection, *Test and Protest*, and scripted a PBS television documentary about risk and consumer regulation. He is a past Chair of the Association of the Bar of the City of New York Consumer Affairs Committee, and a past director of the American Council on Consumer Interests. Currently he serves as a director of Consumers Union, the publisher of *Consumer Reports* magazine, and Chairs the Subcommittee on Current Developments in the Law of Nonprofit Corporations within the Section of Business Law of the American Bar Association. Recently he has been involved in the redrafting of portions of the Uniform Commercial Code.



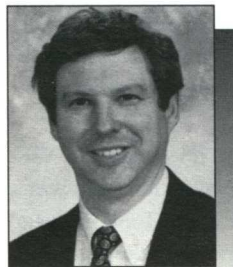
Ronald H. Silverman

Peter S. Kalikow Distinguished Professor of Real Estate Law

B.A., University of Michigan

J.D., University of Chicago

Professor Silverman has taught law since 1970, first at Syracuse University and since 1975 at Hofstra where he currently teaches property law, real estate transactions, land use regulation, and state and local government. He has also served as Staff Counsel to the Illinois Division of the American Civil Liberties Union, practiced business and corporate law for several years, and has been a member of the research staff of the American Bar Foundation. He has published a number of articles related to housing, community development, and legal services for the poor. Professor Silverman is especially interested in the connections among law, economics and other social science disciplines.



Roy D. Simon, Jr.

Professor of Law

B.A., Williams College

J.D., New York University

Professor Simon joined the Hofstra law faculty in 1992. He teaches Lawyers' Ethics and Civil Procedure, and is Director of Hofstra's Institute for the Study of Legal Ethics. Before coming to Hofstra, he spent nine years as a Professor at Washington University in St. Louis where he taught clinical courses, Pretrial Litigation, Trial Advocacy, Complex Litigation, Agency and Partnership, and Legal Profession. He has written law review articles on legal education, civil procedure, and legal ethics, and has written textbooks on pretrial litigation and professional responsibility. Together with Professor Stephen Gillers of N.Y.U., Professor Simon annually co-authors *Regulation of Lawyers: Statutes and Standards*. He is a former Chair of the AALS Section on Professional Responsibility, and the AALS Section on Litigation, and is Chair of the Nassau County Bar Association Professional Ethics Committee and a member of the New York State Bar Association Committee on Professional Ethics. He is licensed to practice law in Illinois, Missouri and New York.

Professor Simon received his J.D. degree in 1977 from N.Y.U., where he was Editor-in-Chief of the *N.Y.U. Law Review*. He clerked for the Honorable Robert Merhige in the United States District Court in Richmond, Virginia, and then joined Jenner & Block in Chicago as a litigation associate. Professor Simon entered teaching in 1983.



Peter Spiro

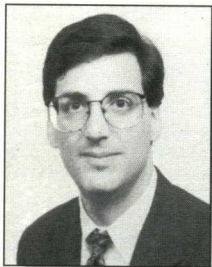
Associate Professor of Law

B.A., Harvard University

J.D., University of Virginia

Professor Spiro is a former law clerk to Justice David H. Souter of the United States Supreme Court and to Judge Stephen F. Williams of the United States Court of Appeals for the D.C. Circuit. After graduating from the University of Virginia School of Law, where he was Notes Editor of the Law Review, Professor Spiro served for two years as an attorney-adviser in the Office of the Legal Adviser, United States Department of State,

including one year as a special assistant to Legal Adviser Abraham D. Sofaer. In 1993-94 he was a Council on Foreign Relations International Affairs Fellow, during which he studied the role of public interest groups in international affairs. He has been awarded a 1998-99 Open Society Institute Project Fellowship to undertake an examination of the law of United States citizenship. Professor Spiro, whose research interests include immigration and international law, has published articles in the *New York University Law Review*, the *Virginia Law Review*, *The New Republic* and the *Washington Quarterly*, among others.



Marshall E. Tracht

Associate Professor of Law

B.A., Yale University

J.D., M.B.A., University of Pennsylvania

Professor Tracht teaches courses in property law, real estate transactions and finance, and economic analysis of law. Before coming to Hofstra in 1994, Professor Tracht practiced in the real estate and bankruptcy groups at Arnold & Porter in Washington, D.C., and clerked for the United States Bankruptcy Court for the District of Columbia. He has written in the areas of real estate development and construction

financing, workouts and bankruptcy. His most recent article, "Contractual Bankruptcy Waivers: Reconciling Theory, Practice and Law," appeared in the *Cornell Law Review* in 1997. Professor Tracht received his J.D. *magna cum laude* from the University of Pennsylvania School of Law, where he was a member of the Order of the Coif, and received an M.B.A. with distinction from the Wharton School.



Cheryl L. Wade

Professor of Law

B.A., State University of New York at Stony Brook

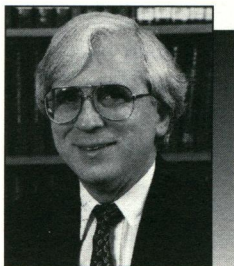
M.A., St. John's University

J.D., Hofstra University

Prior to joining the faculty, Professor Wade was a corporate associate at the New York City law firm of Paul, Weiss, Rifkind, Wharton & Garrison. During law school she was a member of the *Hofstra Law Review* and received the New York State Trial Lawyers' Thurgood Marshall Award. She is a former teacher of Spanish and French in the New York

City public school system.

Professor Wade is a member of the New York State Bar Association and the Metropolitan Black Bar Association. She serves on the Board of Directors of the Women's Action Alliance, a New York not-for-profit corporation. She has written law review articles on securities regulation, educational malpractice, and corporate social responsibility. She has been appointed to the Merrill Lynch Center for the Study of International Financial Services and Markets. She is a regular contributor to the *Corporate Finance Review*.



Vern R. Walker

Professor of Law

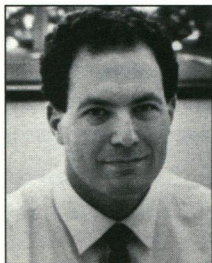
B.A., University of Detroit

M.A., Ph.D., University of Notre Dame

J.D., Yale University

Prior to joining the Hofstra faculty, Professor Walker was a partner in the Washington, D.C., law firm of Swidler & Berlin. His practice included representation before state and federal administrative agencies and in associated judicial review, especially in matters concerning public health, safety and the environment. He also represented clients in civil litigation involving products liability and toxic torts. Professor Walker's doctoral and postdoctoral studies in philosophy emphasized epistemology, deductive and inductive logic, the conceptual foundations and methodologies of the sciences, artificial intelligence, and ethical issues in health care. His doctoral dissertation was on the perception of objects by biological and mechanical systems.

At Hofstra, Professor Walker teaches courses in scientific evidence, torts, products liability, health and safety regulation, and comparative law of product regulation and liability. He has published extensively on governmental fact-finding processes and on the use of scientific evidence in legal proceedings, particularly on risk assessment, risk management and scientific uncertainty. He has been consulted on these topics by both private and governmental institutions. He is co-author of the book *Product Risk Reduction in the Chemical Industry* (1985). As an editor of the *Yale Law Journal*, he published a Note on timeliness issues in intervening as of right in federal civil litigation.



David N. Yellen

Professor of Law

B.A., Princeton University

J.D., Cornell University

Professor Yellen's main area of interest is sentencing reform. He is co-author of a leading treatise on federal sentencing law, has written a number of articles about sentencing, frequently lectures to federal judges about the federal sentencing guidelines, and has testified before the United States Sentencing Commission. He has been active in providing *pro bono* legal representation to indigent defendants, including appearing before the United States Supreme Court. He also serves as an adviser to the Families Against Mandatory Minimums Foundation.

Professor Yellen has also written in the areas of juvenile justice and white-collar crime. He advised President Clinton's transition team on white-collar crime issues. Before coming to Hofstra, Professor Yellen was an Assistant Counsel to the Judiciary Committee of the United States House of Representatives. He also served as a law clerk to a federal district judge and practiced civil and criminal litigation with a Washington, D.C., law firm.

LEGAL WRITING FACULTY

Barbara S. Barron

Legal Writing Instructor

B.A., State University of New York at Albany

M.A., Columbia University

J.D., Hofstra University

Ms. Barron, a former Assistant District Attorney in the District Attorney's Office for New York County, has practiced extensively in the areas of commercial and matrimonial litigation on both the trial and appellate levels. Before attending law school, Ms. Barron was a Russian linguist with the Department of Defense.

Ms. Barron has been a team leader in the Hofstra Trial Techniques Program and has been a member of the Northeast Regional Program and the Master Advocates Program for the National Institute for Trial Advocacy.

Kathleen M. Beckett

Legal Writing Instructor and Special Professor of Law

B.A., Goucher College

J.D., Fordham University

Prior to joining the faculty, Ms. Beckett was a civil litigator in trial and appellate courts as a member of the New York firm of McCoy, Agoglia, Beckett & Fassberg. She has contributed articles on medical malpractice and trial techniques in negligence cases to publications of the New York State Bar Association, Practising Law Institute, and journals for practitioners. Her most recent publications include "Settlement of a Medical Malpractice Case," chapter 9, *Medical Malpractice* (1990) and "Presentation of Medical Proof in Medical Malpractice Cases," chapter 16, *Medical Malpractice* (1992). She has also served as a lecturer in C.L.E. programs for practicing attorneys sponsored by the New York State Bar Association; as an attorney panelist for the Medical Malpractice Panel of the Supreme Court of the State of New York; and as Special Appellate Counsel to the Nassau County Attorney. She is a member of the American and New York State Bar Associations.

Nancy A. Brown

Legal Writing Instructor

B.A., Denison University

J.D., University of Pennsylvania

Ms. Brown came to Hofstra from Rogers & Wells LLP, where she had practiced in the commercial litigation, antitrust and securities litigation groups since graduating from law school, eventually specializing as a partner in the Securities Litigation Practice Group. She has served as a member of the Federal Bar Council's Second Circuit Courts Committee since 1993 and as a member of the Council on Judicial Administration of the Association of the Bar of the City of New York since 1996.

Joyce Davis

Legal Writing Instructor

B.A., Queens College, Charlotte, N.C.

J.D., Florida State University

LL.M., Columbia University

Prior to coming to Hofstra, Ms. Davis taught Legal Methods, Family Law, and Academic Support at Widener Law School in Wilmington, Delaware. She previously taught legal research and writing, and Legal Services Orientation at Florida State University College of Law, and helped to establish and develop an Alternative

Conflict-Resolution Consortium at Florida State University. She also worked as a staff attorney for the Florida Legislature and for Legal Services of North Florida; clerked for the First District Court of Appeal in Tallahassee, Florida, and was a founding partner of a feminist law firm in Tallahassee. She has presented papers at Law and Society Conferences: "Divorce, Poverty and Property", 1994; "Caveat Femme Covert: The Risky Business of Marriage, Motherhood and Career Management, 1995; and Witch or Heiress: The Role of Property in the Salem Witch Trials", 1996. Her publications include: "Enhanced Earning Capacity/Human Capital: The Reluctance to Call it Property, 17 Women's Rts. L. Rep. 109 (1996)"; "Introduction to "Essentializing Gender" in FEMINISM, MEDIA & THE LAW" (Martha A. Fineman, Martha T. McCluskey eds.)

Ms. Davis is a member of the Florida, District of Columbia, and American Bar Associations.

Peter M. Falkenstein

Legal Writing Instructor and Special Professor of Law

B.A., J.D., University of Michigan

Mr. Falkenstein, a *magna cum laude* graduate of the University of Michigan Law School, was formerly an associate at Proskauer Rose LLP, where he concentrated in the areas of intellectual property, unfair trade practices and sports-related litigation. He also maintained a general commercial litigation practice as well as a substantial *pro bono* practice. Mr. Falkenstein is currently a member of the Committee on Legal Education and Bar Admissions of the Association of the Bar of the City of New York. In his spare time, he continues to pursue his former career as a professional jazz and blues pianist.

Judith Hepworth

Legal Writing Instructor

B.S., St. Peter's College

M.A., University of South Florida

J.D., Hofstra University

Ms. Hepworth clerked for the Honorable Jacob Mishler in the United States District Court for the Eastern District of New York and was a litigation associate for the Uniondale firm of Farrell Fritz, specializing in federal court litigation and appeals. While attending law school, she was articles editor for the *Hofstra Law Review* and received the Most Distinguished Academic Record award. Prior to joining the legal writing faculty, she was the Director of Public Sector Career Services at Hofstra Law School.

Donna L. Hill

Legal Writing Instructor

B.A., George Washington University

J.D., Hofstra University

LL.M., Columbia University

Ms. Hill was an Assistant Corporation Counsel with the New York City Law Department, where she engaged in commercial litigation at both the trial and appellate levels. During law school she was an editor of the *Law Review*.

CLINICAL STAFF ATTORNEYS

John J. Francis

Clinical Supervising Attorney

A.B., Lafayette College

J.D., Washington College of Law of the American University

John Francis earned his Juris Doctor at American University and holds a Bachelor of Arts degree in biology from Lafayette College. After law school he practiced criminal defense at The New York City Legal Aid Society, Criminal Defense Division, where he was a trial attorney. As Supervising Attorney with the Criminal Justice Clinic, Mr. Francis currently supervises students in all aspects of clinical representation of clients. He is admitted to practice law in New York State, the District of Columbia, and the United States District Court, Eastern District of New York. Mr. Francis is also active in the Criminal Courts Bar Association of Nassau County.

Judith Whiting

Supervising Attorney for the Housing Rights Clinic

A.B., Barnard College

J.D., Cornell Law School

Judith Whiting, a graduate of Barnard College and Cornell Law School, was a trial attorney with The Legal Aid Society in Harlem and in Brooklyn for more than eight years, specializing in elder law, tenants' rights, and, more recently, criminal defense. She was also a legislative advocate at state and local levels on Legal Aid funding and policy issues. Before coming to Legal Aid, she worked for the New York City Department of Housing Preservation and Development and for Simon & Schuster, and currently serves on the Board of Directors for the Leslie D'Cora Holmes Foundation.

ADJUNCT FACULTY

R. Glenn Bauer

Special Professor of Law

B.S., Yale University

J.D., University of Michigan

Professor Bauer has practiced as a specialist in admiralty and maritime law for more than 40 years in New York City with the firm of Haight, Gardner, Poor & Havens. He has practiced as a litigator in the New York State and federal courts and in maritime arbitrations. He has been appointed as arbitrator in many maritime arbitrations. He has been an active member and committee chair in the Maritime Law Association of the United States and the American Bar Association Section of International Law and Practice. He has written extensively in the field of charter parties and carriage of goods by sea and authored a supplement to *Poor on Charterparties and Ocean Bills of Lading*, 1974. He has recently co-authored, with Professor Tiberg of Stockholm University, the 1995 fourth edition of *The Law of Demurrage*. He is an Adjunct Professor of Law at Cardozo Law School in New York City, in addition to Hofstra, where he also teaches admiralty and maritime law.

Alan H. Bomser

Special Professor of Law

B.A., Columbia College

LL.B., Columbia Law School

Professor Bomser is currently practicing law as a sole practitioner. He is an experienced transactional attorney in all areas of the entertainment industry, and also specializes in intellectual property counseling, including copyright, unfair competition, trademark, privacy, publicity and new technology issues. At the Association of the Bar of the City of New York, he was the Chair of the Entertainment Law Committee, was a member of the

Technology and the Practice of Law Committee, headed a special working group that prepared a report on the legal issues presented by the Information Superhighway, and currently serves on the Copyright Committee. He is a member and former trustee of the Copyright Society of America. He has participated as an occasional lecturer for more than 15 years at Intellectual Property Seminars given at Columbia Law School, and has lectured on entertainment law subjects at the Fordham and Cardozo Law Schools.

Lawrence J. Brennan

Special Professor of Law

B.S., St. Joseph's College (Pa.)

M.S., Special Education, Hofstra University

J.D., St. John's University

Professor Brennan is a Family Court Judge of Nassau County. Prior to his election in 1996, he was Chief Deputy County Attorney for Litigation and Appeals for Nassau County as well as Co-Chair of the Nassau County Americans with Disabilities Act Compliance Committee. Previously, he had been a civil trial lawyer in private practice and an arbitrator for the American Arbitration Association and the United States District Court for the Eastern District of New York. Prior to his legal career, he had been a special education teacher from 1971 to 1979 with the Nassau County Board of Cooperative Educational Services [BOCES]. He is currently Adjunct Professor of Law at the Jacob D. Fuchsberg Touro Law Center, where he teaches trial practice, insurance law and pre-trial litigation. Nominated by Touro Dean Howard I. Glickstein, he was named the winner of the 1997 Roscoe Pound Foundation "Award For Excellence in Teaching Trial Advocacy as an Adjunct," one of the most prestigious national teaching awards in legal academia. He was honored in 1996 as the first "Adjunct Professor of the Year" by the Touro Law Center Student Bar Association. He is also Adjunct Professor of Law at the St. John's University School of Law, where he teaches trial practice. Professor Brennan is past president of the Epilepsy Foundation of Long Island and is a former director of the Nassau County Bar Association. He is currently co-chair of the Nassau County Inter-Disciplinary Forum for Law, Mental Health, Medicine and Education, vice president of the Theodore Roosevelt American Inn of Court, a director of the Nassau-Suffolk Trial Lawyers Association, a director of the Nassau County Sports Commission and an Honorary Fellow of the Roscoe Pound Foundation. He has chaired seminars and lectured on trial practice, pre-trial litigation, federal civil procedure, state and federal evidence, punitive damages, insurance law, arbitration, environmental insurance coverage, expert witnesses, litigation management, sexual harassment and discrimination, the Americans With Disabilities Act, medical-legal issues, child abuse, prosecutorial immunity and \$1983 civil rights litigation at more than 60 symposia of professional organizations. These have included the American Bar Association, the New York State Bar Association, the National College of District Attorneys, the Practising Law Institute, the Government Law Center at Albany Law School, the New York Municipal Insurance Reciprocal, the Nassau-Suffolk Trial Lawyers Association, the Westchester-Fairfield Corporate Bar Association, the Jacob D. Fuchsberg Touro Law Center, the National Institute of Trial Advocacy at Hofstra Law School and the Association of the Bar of the City of New York. He has authored numerous articles on legal topics related to these programs.

Joel L. Carr

Special Professor of Law

B.A., Williams College

LL.B., Yale Law School

Professor Carr is currently a disgorgement fund administrator employed by the Securities and Exchange Commission under the supervision of a federal court. He works as a *pro bono* mediator and as an arbitrator in litigation. He was formerly a partner of the New York City law firm of Patterson, Belknap, Webb & Tyler, where he concentrated in general corporate practice. He has served as in house, general and corporate counsel for a number of publicly held companies. He served four terms as the Mayor of the Incorporated Village of Saltaire, New York. Professor Carr is an active member of the Association of the Bar of the City of New York and the Nassau County Bar Association.

Bruce G. Clark

Special Professor of Law

B.A., Colgate University

J.D., Columbia Law School

Professor Clark is the senior partner in Bruce G. Clark & Associates. For the last 25 years he has specialized in representing plaintiffs in medical malpractice actions. He was trial counsel to the plaintiffs in the Estate of Andy Warhol v. New York Hospital, et al. He has taken courses in medicine at New York University Medical School and Mt. Sinai School of Medicine.

In the early years of his practice, Mr. Clark had a general litigation practice representing draft resisters during the Vietnam War through the Emergency Civil Liberties Committee, criminal defendants and parties in personal injury cases.

He is the author of "Lawyer Duty", which appeared in the *New York Law Journal* on February 2, 1996; "Million Dollar Verdicts", *Queens Bar Bulletin*, March 1985; "Specialization, Referral Fees and Professional Responsibility", *Queens Bar Bulletin*, March 1982; "Screening Medical Malpractice Cases", *Queens Bar Bulletin*, January, 1977 and two novels, as yet unpublished.

He has participated in the NITA and Practising Law Institute and Emory Law School trial advocacy programs and has lectured at St. John's Law School and the New York Academy of Trial Lawyers.

Mitchell J. Cooper

Special Professor of Law

B.S., State University of New York at Albany

J.D., Hofstra University

LL.M., New York University

Professor Cooper is a Partner in the firm of Spizz & Cooper, where he specializes in tax law. He is a Certified Public Accountant and was formerly a Tax Manager with Arthur Andersen & Co. and Senior Tax Attorney for Bristol Myers Company.

Doreen L. Costa

Special Professor of Law

B.A., Rider College

J.D., Georgetown University Law Center

Professor Costa is a member of the New York City law firm of Brumbaugh, Graves, Donohue & Raymond and specializes in intellectual property counseling and litigation with an emphasis on copyright, trade secrets and trademarks. She is a member of the International Trademark Association and the Suffolk County Bar Association and has lectured extensively in the area of trademarks and copyright.

Charles M. Davidson

Special Professor of Law

B.A., J.D., University of Florida

M.I.A., Columbia University

LL.M., New York University

Professor Davidson is engaged in private practice with the international law firm of Baker & McKenzie. His practice involves international and domestic arbitrations, mediations, and complex commercial litigations in state and federal courts. In addition to his J.D., Professor Davidson holds an LL.M. degree in trade regulation from New York University School of Law and an M.I.A. degree in international business from Columbia University School of International and Public Affairs.

Robert A. Fippinger

Special Professor of Law

B.A., Duke University

M.A., Northwestern University

J.D., University of Michigan Law School

Ph.D., Northwestern University

Robert A. Fippinger is a partner in the New York office of the law firm of Orrick, Herrington & Sutcliffe LLP and has practiced in the law of public finance since 1970. In 1969, after receiving his undergraduate degree from Duke University and his law degree from the University of Michigan Law School, he received a Ph.D. at Northwestern University in its law and politics program.

Mr. Fippinger is an adjunct professor at New York University Law School where he teaches the securities law of public finance and was a visiting lecturer in law at Yale University Law School where he taught the law of public finance for a four-year period.

Mr. Fippinger specializes in the federal securities law of public finance, speaking and writing frequently on this topic. He is the author of a treatise entitled "The Securities Law of Public Finance" that is updated annually. His clients are typically investment bankers underwriting securities or facing regulatory and compliance issues with the SEC.

Victor Futter

Special Professor of Law

B.A., J.D., Columbia University

Professor Futter spent most of his career at Allied Corporation (now Allied-Signal), one of the 25 largest corporations in the United States, where he was Associate General Counsel and from which he retired as Vice President and Secretary. Prior to that he was at Sullivan & Cromwell. He was an editor of the *Columbia Law Review*, a Kent Scholar and a Phi Beta Kappa graduate from Columbia College.

He is the recipient of an award for conspicuous alumni service from the Columbia University Alumni Federation and an award for distinguished service from the American Society of Corporate Secretaries. He is familiar with the operation of corporate boards and has written extensively in this field. He is also on a number of nonprofit boards and is the General Editor of *Nonprofit Governance: an Executive's Guide*, published jointly by the Business Law Section of the American Bar Association and the American Society of Corporate Secretaries. He is active in both the American Bar Association (where, among other things, he was Chair of the Senior Lawyers Committee, a member of the Corporate Laws Committee, the Committee on Nonprofit Corporations, Chair of a panel at the ABA Board of Governors Second Annual Conference on Corporate Counsel Issues) and is active in the Central and East European Law Initiative ("CEELI"), and the Association of the Bar of the City of New York (where he received a Distinguished Service Award for Leadership and Dedication to the Individual Mentor Program at Martin Luther King, Jr. High School), and is a member of the American Law Institute, the Supreme Court Historical Society and the American Bar Foundation. He has written extensively in the Corporate Governance and Nonprofit Governance fields. He has also served as President of the Columbia College Alumni Association. He is also a member of the Foreign Policy Association and the Council on International Educational Exchange. He has previously taught at Hofstra University School of Law and for the past ten years has, with Professor Harvey Goldschmid, taught a seminar in corporate law at Columbia Law School. He is also a Special Consultant to the Dean at Hofstra University School of Law.

Cecilia L. Gardner

Special Professor of Law

B.A., Smith College

J.D., Hofstra University

Ms. Gardner is currently an Assistant United States Attorney in the Eastern District of New York. She handles complex and sensitive criminal prosecutions in the Garden City office of the United States Attorney. Prior to coming to the Eastern District of New York, she worked for the United States Department of Justice in the Organized Crime and Racketeering Section in Miami, Florida; and Newark, New Jersey, prosecuting members of organized crime. She also worked as an Examining Attorney for the New York City Department of Investigation, investigating allegations of official corruption among elected officials and civil servants in New York City. She has litigated numerous criminal cases in the United States District Court and argued frequently in the United States Court of Appeals for the Second and Third Circuits.

Edward J. Groarke

Special Professor of Law

B.A., St. Francis College

M.A., Brooklyn College

J.D., St. John's University

LL.M (Labor Law), New York University

LL.M (General Studies), New York University

Professor Groarke was formerly a Deputy Nassau County Attorney and associate at the New York City law firm of Brady & Tarpey, P.C. prior to becoming an associate and then partner with Colleran, O'Hara & Mills, Garden City, New York. He has a broad civil litigation background with a specialty in labor and employee benefits law, in both the public and private sector. Professor Groarke was admitted to practice law in New York State in 1980. He is also admitted before the United States Supreme Court, United States Court of Appeals for the Second Circuit, as well as the United States District Courts for the Eastern and Southern Districts of New York.

Emanuel B. Halper

Special Professor of Law

B.A., City College of New York

J.D., Columbia University School of Law

Emanuel B. Halper is a Greenvale, New York, based real estate consultant and attorney. He served as a partner and later as a senior partner of the New York City law firm, Zissu Berman Halper & Gumbinger from 1966 through 1987 and still maintains a relationship with the firm as a consultant.

Currently, a member of the Supervisory Council of the ABA's Real Property, Probate & Trust Law Section, he also served as Chairman of the selection's Commercial and Industrial Leasing Group from 1986 to 1994. In 1976, the ABA awarded him a Certificate of Merit in recognition of a distinguished contribution to public understanding of the American system of law and justice. As Chairman of the International Real Estate Committee of the World Association of Lawyers, he led seminars on international real estate problems in Madrid, Sao Paulo, Cairo and Berlin.

He also taught at New York University's Real Estate Institute, Adelphi University, the New School of Research, and the Graduate School of Business of the University of Wisconsin. N.Y.U. honored him with an award for teaching excellence in 1978.

Mr. Halper is the author of three books and more than 100 articles in professional journals.

Grant Hanessian

Special Professor of Law

B.A., University of Pennsylvania

J.D., New York University

LL.M., Columbia University

Professor Hanessian is engaged in private practice with the international law firm of Baker & McKenzie. His practice involves international and domestic arbitration as well as commercial litigation before federal and state courts concerning domestic and transnational matters. After receiving his LL.M. degree from Columbia University School of Law, Professor Hanessian clerked for Judge Dominick L. DiCarlo, United States Court of International Trade. He has written in the area of international law.

Richard Herzbach

Special Professor of Law

B.A., University of Cincinnati

J.D., Hofstra University

Professor Herzbach is a partner in the firm of Certilman Balin Adler & Hyman, LLP who specializes in cooperative, condominium and community association law. He was a member of Hofstra Law School's inaugural class.

He was formerly an Assistant Attorney General in the New York State Attorney General's Office. There he gained his expertise in the New York State agency responsible for registering and enforcing public offering statements for all types of community associations that are offered for sale in and from New York State. He is a member of the Committee of Cooperatives and Condominiums of the New York State Bar Association, in which he chairs the subcommittee on Home Owners' Associations. He is also a member of the New York State Attorney General Condominium Act Task Force.

Steven A. Horowitz

Special Professor of Law

B.A., Hofstra University

J.D., Hofstra University

M.B.A., Hofstra University

Steven Horowitz is the founding member of Horowitz, Klosowski & Scope, P.C. His practice concentrates on tax, estate and business planning, corporate and partnership taxation, charitable planned giving, pension and benefit plans, drafting of qualified and nonqualified employee benefit plans, executive compensation planning, and Internal Revenue Service compliance and controversy.

Professor Horowitz is a nationally published author and frequent speaker on topics related to estate and tax planning, executive compensation, charitable planned giving, qualified and nonqualified retirement planning and asset protection preservation, and life insurance.

He is a member of the American Bar Association - Sections of Taxation, Real Property, Trust and Probate, Committee of S-Corporation, Estate and Gift Tax, and Partnership Tax, a member of the New York State Bar Association - Sections of Taxation and Estates, and Trusts, and a member of the National Academy of Elder Law Attorneys.

Sandra J. Kaplan, M.D.

Special Professor

B.S., George Washington University

M.D., Temple University School of Medicine

Dr. Kaplan is Associate Chairman of the Department of Psychiatry for Child and Adolescent Psychiatry at North Shore Hospital, Manhasset, New York, and Associate Professor of Clinical Psychiatry, New York University School of Medicine. Her responsibilities include the management of academic medical center child and adolescent psychiatric services, training programs and research efforts. While leading the Division of Child and Adolescent Psychiatry of North Shore University Hospital, she has had the opportunity to develop mental health services and research studies of children and parents in violent families. These efforts have also lead to her national professional advocacy and educational efforts regarding family violence and mental health.

Dr. Kaplan's specialty certification includes being a Diplomate of the American Board of Psychiatry and Neurology in General and Child and Adolescent Psychiatry, and of the American Board of Pediatrics.

Her professional organizational efforts include: Chairmanship status of the Committee on Family Violence and Sexual Abuse of the American Psychiatric Association; membership of the Steering Committee, National Advisory Council on Family Violence of the American Medical Association; membership of the Women's Health Advisory Panel of the American Medical Association; and membership representing the Department of Psychiatry of the New York University School of Medicine on the Interdisciplinary Forum of Mental Health and

Family Law (New York State). Research grants awarded to Dr. Kaplan include being the Principal Investigator of the National Institute of Mental Health Grant "Psychopathology, Suicidal Behavior and Adolescent Abuse."

Her publications include numerous journal articles and book chapters, and the co-editorship of the *Child Abuse Volume of the Child and Adolescent Clinics of North America*, October 1994, W.B. Saunders, Philadelphia, PA, and the editorship of *Family Violence: A Clinical and Legal Guide*, American Psychiatric Press Inc., 1996.

Lawrence Kurland

Special Professor of Law

B.E.E. New York University

J.D. Brooklyn Law School

Mr. Kurland is a member of the Committee on Patents, Trademark, and Copyrights of the American Bar Association and the Federal Bar Association of the New York Patent, Trademark and Copyright Law Association. He taught as Special Professor of Patent Law at the Hofstra University School of Law from 1973 to 1978. He has published monographs on protection for computer software and protection under the Semiconductor Chip Protection Act of 1984. He worked as a Patent Examiner for the United States Patent and Trademark Office and as an assistant Patent Counsel for the National Security Agency.

Alan Lambert

Special Professor of Law

M.D., SUNY Health Science Center at Brooklyn

J.D., Harvard University

Dr. Lambert practices health care law at the firm of Lifshutz, Polland & Associates, P.C. He is also an attending neurologist at Nassau County Medical Center. Dr. Lambert received his medical degree from SUNY Health Science Center at Brooklyn and completed his neurology training at Nassau County Medical Center. Upon completing residency training, he attended Harvard Law School where he was awarded his Juris Doctor degree *cum laude*.

Additionally, Dr. Lambert is a Fellow of the American College of Legal Medicine. His legal research interests focus on managed health care and its impact on the traditional doctor-patient relationship from a legal and ethical perspective. He also lectures at hospitals on health law topics of interest to physicians.

Ivy Leibowitz

Special Professor of Law

B.A., Hofstra University

M.A., Queens College

P.D., Long Island University

J.D., Hofstra University

Ivy Leibowitz served as Senior Assistant Dean for Law Alumni Affairs and External Relations from 1992-97. Prior to that she was a Legal Research and Writing Instructor at Hofstra. She created the *Pro Bono* Student Lawyers Project, which pairs law students with members of the private bar and those working in the public sector to enhance the delivery of legal services to the poor. Before joining Hofstra's faculty, Ms. Leibowitz clerked for Magistrate David F. Jordan of the United States District Court for the Eastern District of New York, and worked as a litigation associate with the Manhattan law firm of Schulte Roth & Zabel. While attending law school, she was articles editor of the *Hofstra Law Review*, student commencement speaker and recipient of the Jonathan Falk Memorial Scholarship.

Richard G. Leland

Special Professor of Law

B.S., Cornell University

J.D., Hofstra University

Professor Leland is a partner in the New York City law firm of Rosenman & Colin, LLP where he chairs the firm's Environmental Practice Group. He has extensive experience in regulatory and litigation matters involving a wide range of environmental law issues, and now concentrates on providing environmental counseling in corporate and real estate matters.

Katherine Levitan

Special Professor of Law

B.A., New York University

J.D., New York University

LL.M., New York University

Professor Levitan has been in private practice for the past 25 years in her own firm, Levitan & Pardes. She has had many years of experience in civil rights advocacy and employment discrimination and has been responsible for some of the major court decisions in this area. Ms. Levitan is a past president of the Nassau Women's Bar Association, a past president of the Nassau Chapter of the Civil Liberties Union, and is a Fellow of the American Academy of Matrimonial Attorneys. She is a member of the Ethics Committee, Matrimonial Committee, and Employment Law Committee of the Nassau Bar Association and a past chair of the Civil Rights Committee of that organization.

Lewis R. Mandel

Special Professor of Law

A.B., Cornell University

J.D., Albany Law School of Union University

LL.M., (Taxation), New York University

Professor Mandel is a Special Trial Attorney in the Office of the Chief Counsel, Internal Revenue Service, Brooklyn District Counsel Office. He has extensive experience litigating cases before the United States Tax Court and in all areas of the law of taxation. He was formerly engaged in the private practice of law in the trusts and estates and real estate areas.

Patrick L. McCloskey

Special Professor of Law

B.A., Villanova University

J.D., St. John's University

Professor McCloskey is the Executive Assistant District Attorney for Administration of Nassau County. He is an experienced trial attorney, has taught in Hofstra's Trial Techniques course as well as in the regional program of the National Institute for Trial Advocacy for the past 20 years, and is the author of *Witness Examination* (two volumes), *Jury Selection*, and *The Criminal Law Deskbook*.

Michael E. McDermott

Special Professor of Law

B.S., St. John's University

J.D., Southwestern University School of Law

Professor McDermott is a partner at Farrell Fritz, P.C. and is the head of the firm's Healthcare Department. His practice covers all areas of healthcare with particular emphasis in representing hospitals, physicians, HMO's, integrated delivery systems, nursing homes, home care agencies, hospice care agencies and other health care providers. He has extensive experience in federal and state regulatory matters, managed care, hospital and physician risk management, transactional issues with respect to healthcare providers including structuring

delivery systems, reimbursement, conversions of corporate status, multi-specialty physician groups, sales of physician and other provider practices, as well as federal and state licensure matters. Prior to joining Farrell, Fritz, Professor McDermott was General Counsel at a major New York City teaching hospital for seven years. He has lectured extensively in the area of healthcare and is a member of the New York and California Bars, and the National Health Lawyers Association/American Academy of Healthcare Attorneys.

Marjorie Heyman Mintzer

Special Professor of Law

B.A., Hofstra College

J.D., Hofstra University School of Law

Professor Mintzer started her legal career at Skadden, Arps, Slate, Meagher and Flom in Manhattan. In 1976 she moved on to Hofstra Law School where she taught and served as Director of the law school's clinical program until 1980. From 1980 to 1997 she was an associate and partner at Rivkin, Radler, Dunne and Bayh in Garden City, and Sheft and Sheft in Manhattan, where she briefed and argued liability, damages and insurance coverage for mass toxic disasters in state and federal courts throughout the country. She has lectured extensively on insurance coverage for environmental property damage.

Professor Mintzer taught Insurance Law as an Adjunct Professor at Hofstra Law School, from 1989 to 1993.

Richard S. Missan

Special Professor of Law

B.A., LL.B., Yale University

Professor Missan practices law in New York City. The practice includes a special emphasis on corporate law, securities law, real estate law and litigation. Mr. Missan previously served as General Counsel of Avis, Inc. He is active in the Association of the Bar of the City of New York and has chaired several subcommittees of the Association in the correctional law areas. Professor Missan is the revision author of *Corporations, New York Practice Guide, Business and Commercial* (Matthew Bender Co.) and is a member of the Panel of Mediators, U.S. District Court, Eastern District of New York.

Matthew Muraskin

Special Professor of Law

B.A., J.D., New York University

M.A., Cornell University

Professor Muraskin graduated from Washington Square College of New York University *cum laude* in 1957 and was elected to Phi Beta Kappa. He has a Master's Degree in Government from Cornell University, awarded to him in 1960. At Cornell he was an Olmstead Fellow in Public Law. In 1962 he was awarded his J.D. degree from New York University Law School.

Professor Muraskin has been Attorney in Chief of the Nassau County Legal Aid Society since 1979. Prior to joining the Nassau County Legal Aid Society in 1966, Professor Muraskin was Associate Appellate Counsel at the New York City Legal Aid Society and for a short time thereafter an Assistant District Attorney in the Queens County District Attorney's Appeals Bureau.

Over the years Professor Muraskin has briefed and/or argued more than 600 cases in the various federal and state appellate courts. Some of his more significant cases invalidated the wayward minor statute, obtained jury trials for youthful offenders, established the right of probation violators to appeal, and obtained for defense counsel the right to see presentence probation reports. He is also the lead counsel in two significant jail condition lawsuits (*Badgley v. Nassau County* and *Thompson v. Sheriff of Nassau County*). In 1996 Professor Muraskin received the New York State Bar Association award for the delivery of defense services.

Professor Muraskin has also been an adjunct faculty member at Long Island University C.W. Post Campus, has lectured for the Practising Law Institute, was a member of the Bishop of Rockville Centre's Criminal Justice Commission, served on the County Executive's Criminal Justice Blue Ribbon Panel and was a member of the External Review Committee of the New York State Commission of Correction. He is presently a member of the Nassau County Criminal Justice Coordinating Council, the Advisory Board of the Fund for Modern Courts, and the Professional Ethics and Criminal Law and Procedure Committees of the Nassau County Bar Association.

Neal R. Platt

Special Professor of Law

B.S., Cornell University

J.D., Hofstra University

LL.M. (Trade Regulation), New York University

Professor Platt is a partner in the New York City firm of Shwal & Platt. He has represented primarily international companies in the establishment and conduct of their United States operations, with particular emphasis on trademark and know-how licensing, distributorship arrangements, trademark registration and antitrust compliance. He has conducted federal and state court litigation and administrative proceedings before the United States Patent and Trademark Office and on antitrust questions before the Federal Maritime Commission.

Professor Platt was Managing Editor of the *Hofstra Law Review* and has published in trademark and constitutional law.

Bertrand B. Pogrebin

Special Professor of Law

A.B., Rutgers University

LL.B., Harvard University

Professor Pogrebin is President of Rains & Pogrebin, P.C. and is a graduate of Rutgers University and the Harvard Law School. He has been Adjunct Professor of Labor Law at New York University Law School. He has also served as Adjunct Professor of Law at Hofstra University Law School where he teaches employment discrimination law. He was visiting lecturer at Yale University Law School and is co-author, with Professor Jack Getman, formerly of Yale and now at the University of Texas Law School, of *Labor Relations: The Basic Processes, Law and Practice*, a labor law treatise for lawyers and law students. For many years he lectured on labor and employment law to practicing lawyers under the auspices of the Practising Law Institute. Since 1980, he has negotiated on behalf of the New York City Board of Education. He also represents the County of Suffolk and other municipalities and school districts as well as private sector employers in areas as diverse as newspapers and telephone systems. He is listed in *The Best Lawyers in America*, in its Labor and Employment Law section.

The Honorable C. Raymond Radigan

Special Professor of Law

B.A., Brooklyn College

J.D., Brooklyn Law School

Judge Radigan serves as the Judge of the Surrogate's Court of Nassau County, New York. He has extensive experience in all aspects of estate practice, guardianship of the person and property of infants, conservatorship proceedings and adoptions. Judge Radigan writes frequently about issues concerning wills, trusts and estates. He is the author of *Surrogate's Forms with Commentary for Computer Use* and co-author of the *New York Estate Administration* by Turano and Radigan. Judge Radigan serves as Chairman of the Executive Committee of the Surrogates Association of the State of New York and an editor and author of *Warren's Heaton*.

Marc H. Rosenbaum

Special Professor of Law

B.A., Brooklyn College

M.A., Jurisprudence, Oxford University

J.D., Hofstra University

Professor Rosenbaum is currently the Senior Vice President and General Counsel of the Brooklyn Navy Yard Development Corporation, which manages and develops, for the City of New York, the 264-acre industrial park on the former site of the Brooklyn Navy Yard. Prior to his current position, he practiced as a commercial litigator and trial lawyer for 20 years; first as an associate at Wachtell, Lipton, Rosen & Katz, then as an Assistant United States Attorney for the Southern District of New York, and finally, as a member of the firm of Sharfman, Shanman, Poret & Siviglia, P.C. Professor Rosenbaum has taught pretrial litigation as an Adjunct Professor of Law at Hofstra Law School and has, on numerous occasions, been a faculty member in the Northeast Deposition Programs of the National Institute for Trial Advocacy.

Ben B. Rubinowitz

Special Professor of Law

B.A., Boston University

J.D., Hofstra University

Ben Rubinowitz is a partner in the firm of Gair, Gair, Connason, Steigman & Mackauf, specializing in the areas of personal injury, medical malpractice and products liability litigation. Mr. Rubinowitz has focused his career on the trial of major tort cases.

While a student at the Hofstra University School of Law, Mr. Rubinowitz was a member of the winning Northeast Regional Trial Team. He started his career as an Assistant District Attorney in Nassau County, New York. He has been active in teaching trial techniques and has taught at Harvard, Cardozo, Emory, Fordham and Pace Law Schools. Additionally, Mr. Rubinowitz has been a Team Leader at the National Institute of Trial Advocacy and has been a member of N.I.T.A. National Program, Master Advocates Program and Florida Regional Program. He has lectured extensively for the Practising Law Institute, New York County Lawyers Association, New York State Trial Lawyers Association, Continuing Legal Education, and has instructed classes in trial techniques at the United States Attorney's Office S.D.N.Y., Corporation Counsel for the City of New York, and at the Basic Course for Prosecutors. He was recently elected a Fellow of the International Society of Barristers.

Sylvan J. Schaffer

Special Professor of Law

B.A., Yeshiva University

B.S., Yeshiva University

J.D., Columbia Law School

Ph.D., American University

Sylvan Schaffer is a licensed psychologist and attorney who serves as the Clinical Director of the Forensic Psychiatry Program for the Division of Child and Adolescent Psychiatry at North Shore University Hospital. He is also Assistant Clinical Professor of Psychiatry at the Albert Einstein College of Medicine. Dr. Schaffer is affiliated with the Lenox Hill Hospital Department of Psychiatry and the New York University School of Medicine Department of Psychiatry as a clinical associate professor. In addition, he is legal counsel to the N.Y. State Psychological Association as well as other mental health associations, universities and clinics. He is of counsel to the law firm of Feaster, Bruckman, Wohl, Most & Rothman. He practices in the areas of, and has written about, jury selection, risk management, family law, mental health law, professional discipline, mediation, forensic evaluations and expert testimony. Dr. Schaffer has a separate practice in psychotherapy.

Stephen W. Schlissel

Special Professor of Law

B.A., University of Pennsylvania

J.D., Harvard University

Professor Schlissel is a member of the firm of Meltzer, Lippe, Goldstein, Wolf & Schlissel, P.C., where he oversees the Matrimonial Department. He is the original author of a two-volume work, *Separation Agreement and Marital Contracts*, which has been published by the Michie Co. in its second edition (1997). He has served three times as Continuing Legal Education Chairman of the National Organization of the American Academy of Matrimonial Lawyers ("AAML") and is the author of many articles. He was awarded the AAML's National Award as Fellow of the Year in 1993. He is a Co-Founder of the award winning parent-education program known as P.E.A.C.E. Professor Schlissel has been an adjunct since 1979.

Joseph R. Simone

Special Professor of Law

B.A., Queens College of the City University of New York

J.D., Fordham University School of Law

L.L.M. Tax Law, New York University

Professor Simone is a partner in the New York law firm of Schulte Roth & Zabel and is chairperson of the firm's employee benefits practice. His practice involves all areas of employee benefits law, including qualified and nonqualified employee benefit plans and deferred compensation arrangements. Professor Simone has previously served as an adjunct professor of law at the University of Miami Graduate School of Law and has served for the past 17 years as chairperson of the Practising Law Institute's "Understanding ERISA" introductory program in employee benefits law. He has written and lectured extensively about employee benefit issues and has co-authored two employee benefit text books. He is a member of the Employee Benefit Committees of the ABA Tax Section and the NYS Bar Association. Professor Simone currently serves as a member of the American Arbitration Association Panel on Multiemployer Pension Plans.

Bennett J. Wasserman

Special Professor of Law

B.A., M.A., Hunter College

J.D., Hofstra University

Bennett J. Wasserman has just concluded his sixth year as Special Professor of Law at Hofstra Law School where he has taught Lawyer Malpractice during the spring semester. Professor Wasserman graduated from Hofstra Law School in 1974. He was a member of the inaugural staff of the *Hofstra Law Review* and was Articles Editor of Volume II. After spending four years in the private law practice of the Chairman of the National Commission on Product Safety, who was responsible for the authorship of the Consumer Product Safety Act, he then went on to become a partner in the New York City law firm of Lipsig, Sullivan and Liapakis where he was a trial attorney litigating major tort cases in the area of product and professional liability.

He began his own firm in Bergen County, New Jersey, in 1984 and has become increasingly involved in matters concerning professional liability. In 1985, he became a Certified Civil Trial Attorney by the Supreme Court of New Jersey and was also listed in the *Best Lawyers in the United States*. In June of 1985, he received Hofstra Law School's Distinguished Alumni Award.

He plays an active role in the American Bar Association Standing Committee on Lawyer Liability and its Center for Professional Responsibility. He has most recently served on the Malpractice Insurance Committee and Entire Controversy Doctrine Committee of the New Jersey State Bar Association. Combining those Bar Association activities with his service as Moderator of the Torts practice area of Counsel Connect, a computerized online service for the legal profession, and its Legal Malpractice forums, Professor Wasserman has generated lively discussions and exchanges online and on the Worldwide Web, on timely topics in the rapidly changing area of lawyer malpractice. When the Supreme Court of New Jersey reached a major decision in August of 1995, in a case involving the entire controversy doctrine and its application to lawyer malpractice claims, Professor Wasserman led a campaign to have the Court modify that decision because of its destructive effect on the attorney-client relationship. The result has been the introduction of legislation into the New Jersey State Legislature to alleviate that problem. Professor Wasserman is the author of that bill. As a result of these efforts, the Supreme Court is now reconsidering its position in such cases.

Peter Zablotsky

Special Professor of Law

B.A., Pennsylvania State University

J.D., Columbia University

Professor Zablotsky is an Associate Professor of Law at the Touro Law Center. He is admitted to the New York and Pennsylvania State Bars and the Southern and Eastern Districts of New York, and is a member of the Volunteer Lawyers for the Arts. He has published in the areas of torts, products liability and civil rights.

ADMINISTRATORS

Barbara Birch

Director of Law Alumni Affairs and Special Events

B.A., Binghamton University

Barbara Birch received her Bachelor of Arts degree from Binghamton University. Prior to coming to the Law School in 1996, she worked in the education department of the Kennedy Center for Performing Arts in Washington, D.C. At Hofstra University School of Law she is responsible for the development and coordination of alumni programs and Law School events, including lectures and conferences. She is involved in alumni-related fund-raising activities and serves as liaison to the Alumni Board of Directors. In addition, she is responsible for the production of the alumni magazine, *Hofstra Law Report*.

Marjorie M. Daniels

Registrar

B.F.A., Syracuse University

Marjorie Daniels received her Bachelor of Arts degree in Fine Arts from Syracuse University. Before coming to Hofstra she was a member of the staff of the Office of the Registrar at the Jacob D. Fuchsberg Law Center of Touro College in Huntington, NY. Prior to her experience as a law school administrator, she has served the community in several capacities among which were as a member of the Board of Directors of the Family Counseling and Education Center in Garden City and as co-founder of the Arts in Education Program in the Garden City Public Schools. Ms. Daniels is a member of the New York-New Jersey Association of Collegiate Registrars and Admissions Officers, the Middle States Association of Collegiate Registrars and Admissions Officers, and American Association of Collegiate Registrars and Admissions Officers, as well as the National Network of Law School Officers.

Amy Engle

Assistant Dean for Admissions

B.A., Vassar College

M.B.A., Hofstra University

Dean Engle graduated from Vassar College and holds an M.B.A. in Marketing from Hofstra University. Following college, she worked as a recruiter for Chemical Bank, and then as an account executive with NBC. Ms. Engle is a member of the National Network of Law School Officers and the Northeast Association of Prelaw Advisers. She is currently pursuing a doctorate in Higher Education at Columbia University.

Caroline Levy

Senior Assistant Dean for Career Services

B.A., Northwestern University

J.D., Hofstra University

Dean Levy received her B.A. from Northwestern University and her J.D. from Hofstra University School of Law. Dean Levy has practiced law in both the public and private sectors. Before opening her own practice in 1991, concentrating in civil appeals, Dean Levy served as Chief of Appeals for the Suffolk County Attorney's Office and as associate attorney in the Law Office of Lynne Adair Kramer, where her practice was limited to matrimonial and family law. Dean Levy is the Immediate Past President of the Women's Bar Association of the State of New York, and currently sits on the New York State Bar Association's House of Delegates. Dean Levy is a director of the Suffolk County Bar Association. In 1996 Dean Levy was appointed by the Honorable Mary Margaret Werner, Administrative Judge of Suffolk County, to chair the Suffolk County Women in the Courts Committee, a part of the New York State Judicial Commission on Women in the Courts. Dean Levy is New York State Chief Judge Judith Kaye's appointee to the Governor's Screening Panel for the Appellate Division, Second

Department. She was appointed by Chief Administrative Judge Jonathan Lippman to the Task Force to study the Mandatory Retirement Age for the New York Judiciary. Dean Levy serves on the Board of Directors of 1 in 9: The Long Island Breast Cancer Action Coalition.

Nancy E. Modell

Assistant Dean for Financial Aid

B.S., University of Bridgeport

M.S., Queens College

In her capacity as the Assistant Dean for Financial Aid, Dean Modell has developed extensive familiarity with the Law Access Loan Program, the LAWLOAN Program, the Federal Family Education Loan Program, New York State Tuition Assistance Program, and many scholarship and grant programs available to law students. Dean Modell came to the Hofstra School of Law after serving as an Elective Teacher for the Oceanside Public School System. She obtained prior administrative experience at the Portledge School and as Placement Counselor and Office Manager for Office Temporaries, Inc.

Gary Moore

Director of Information Systems

B.S., Hofstra University

Gary Moore joined the Law School after working as Computer Operations Manager for more than four years at the University's Axinn Library. Among his many projects there, he helped create the Axinn Library CD-ROM LAN (Local Area Network) Gallery, which is one of the finest facilities of its kind in the region. Gary received his Bachelor of Science degree in Computer Science from Hofstra in 1988. His tasks at the Law School include long- and short-term planning for computer purchases and training of faculty, administrators and staff.

Barbara T. Pace

Senior Assistant Dean for Student Affairs

B.A., Hofstra University

J.D., St. John's University

Dean Pace joined Hofstra in December 1992 with more than ten years of law school administration experience, having been Director of Placement, Director of Development, and Assistant Dean for Alumni Relations at St. John's University School of Law. She taught Legal Writing there for five years. Dean Pace also served as the Faculty Coordinator of St. John's College Europa Program in Budapest, Hungary, and as Chair of the Metro Area Alumni/Development Consortium. Prior to her experience in law school administration, Dean Pace served on the staff of the New York State Temporary Commission on Rental Housing and engaged in the private practice of law. She currently serves as a member of the New York State Bar Association Committee on Legal Education and Admission to the Bar and as co-chair of the Subcommittee on Bar Admission. Dean Pace was recently elected to serve on the Executive Committee of the AALS Section on Student Services.

Diane Schwartzberg

Director of Career Services

Diane Schwartzberg came to Hofstra Law School in 1980. During her 18 year tenure she has held a variety of positions within the Office of Career Services and currently serves as its Director. Her vast knowledge of the alumni and their whereabouts is legendary! Among her many leadership roles, Ms. Schwartzberg runs the On-Campus Recruiting Program held each fall at Hofstra. She has also held the positions of Northeast Regional Coordinator and Nominating Committee Member within the National Association of Law Placement. She currently sits on the Recruitment and Retention of Lawyers Committee at the Association of the Bar of the City of New York and was on the Law Students Perspective Committee subcommittee of the Lawyers in Transition of the Association of the Bar of the City of New York.

Susan W. Tiefenbrun

Administrative Director of Law School International Law Programs

B.A., University of Wisconsin

M.S., University of Wisconsin (Sorbonne, Paris)

Ph.D., Columbia University

J.D., New York University

Professor Tiefenbrun is the Director of the Hofstra/Nice, France, International Law Summer Program. She practiced law in Westchester County and in New York City. Her special interests are international law, corporate law, real estate law, arbitration and contracts. She speaks nine foreign languages. Before attending law school she taught French language and literature for 20 years at Columbia University, Sarah Lawrence College and Brooklyn College. She worked in a French law firm in Paris and in the New York office of Coudert Brothers where she handled international commercial transactions. Her fluency in Russian enabled her to participate in the opening of one of the first American law offices in Moscow, and she became a specialist in Eastern European joint venture laws, the laws of China and the Soviet Union. She has written many articles on Soviet and Chinese laws and a book-length study of Soviet laws and Eastern European joint venture laws. She recently completed works on the World Court and on intellectual property piracy in China and Russia. She consults on European Union law matters.

She is a member of the New York Bar and the Connecticut Bar. She is a member of the New York City Bar Association Committee on Symposia. She is Vice Chairman of the Committee on Eastern European and Soviet Laws of the New York State Bar Association. She is an Editorial Adviser of the Publications Committee of the American Bar Association, and a member of the Committee on International Law and Practice of the American Bar Association. She is a member of the American and Foreign Laws Society, the International Law Society and many other professional societies, and she was appointed a panelist on commercial disputes of the American Arbitration Association.

Lilli Weinger

Director Law School Capital Campaign

B.S., Brooklyn College

M.S., Brooklyn College

Lilli Weinger's appointment as Director of the Law School's Capital Campaign involves raising funds for scholarship and academic initiatives for the Law School's current *Building For The Future* Campaign. Ms. Weinger was previously Director of Development at the South Shore Y Jewish Community Center. Prior experience includes teaching positions at Long Island University Brooklyn Campus and Nassau Community College.

PROGRAMS BEYOND THE CLASSROOM

CLINICAL EDUCATION

The School of Law believes that clinical education is an important part of a law student's educational program. Clinical education helps the student integrate the ability to analyze cases and statutes with an understanding of the lawyer's professional and social role. It also helps the law student develop important professional skills such as interviewing, counseling, negotiation and trial advocacy. Finally, clinical education allows students who wish to include community service in their law school experience to do so.

Hofstra uses three methods of clinical education in its extensive program: client representation clinics, simulation-based courses and externships. In the Law School's client representation clinics, students represent real clients with real problems. In its simulation-based courses, students perform client representation skills in detailed hypothetical situations created by faculty. In the Externship Program students participate in the ongoing work at law offices and judges' chambers. In all of the Law School's clinical programs, students receive intensive supervision from full-time faculty to maximize their educational experience.

CLIENT REPRESENTATION CLINICS

Hofstra's first client representation clinics were established when the Law School was founded. The Law School's Community Legal Assistance Corporation, an umbrella organization for its client representation clinics, has long provided service to the community and representation to those in need.

The Law School has constructed a new building, Joan Axinn Hall, to house its clinical programs. The new building provides expanded space for interview rooms, a hearing room and conference room, faculty offices and student work space equipped with computers.

Third-year students enrolled in client representation clinics may appear in court on their clients' behalf. Students also plan strategy, conduct client and witness interviews, gather facts, negotiate settlements, conduct legal research and draft pleadings.

In recent years clinic students successfully negotiated a settlement with a co-op which threatened to evict a family because of the number of children in the apartment, obtained a favorable

money judgment against a local landlord for his failure to provide adequate heat to the clinic's clients during the winter months, and secured restoration of a client's utility service, which was illegally terminated by the landlord.

The following programs are the client representation clinics currently operated by the Law School:

Criminal Justice Program

This program is a one-semester clinic in which students represent defendants in criminal cases in Nassau County District Court and in Hempstead and Mineola Village Courts.

During the semester, students represent clients in pretrial conferences, witness interviewing, motion and brief writing, case investigations, and trials – from jury selection through verdict. Students provide thorough and zealous representation and are encouraged to develop novel and creative defenses.

Throughout the semester program students participate in a weekly seminar that focuses on developing lawyering and advocacy skills. Special attention is given to professional responsibility issues that arise in criminal law practice.

Students are expected to have taken Criminal Procedure, Evidence, and Trial Techniques. Prior meaningful work or internship experience with either a criminal defense or prosecution law office will help students meet their clinical responsibilities.

Housing Rights Clinic

In this program students handle a wide variety of housing cases for low-income clients: defenses of eviction cases, actions by tenants against landlords challenging substandard conditions in their apartments, fair housing and exclusionary zoning cases, public utility shut-off cases, and work on behalf of community groups for housing rehabilitation. Each student has a caseload of two or three smaller cases and one complex case. Students prepare and present their cases in state and federal courts.

The course develops lawyering skills with special emphasis on litigation strategy, pretrial and trial preparation, and trial advocacy. In their representation of clients in actual cases, students have the opportunity to engage in interviewing and counseling, negotiation, fact investigation and discovery, oral advocacy, direct and cross-examination, and trial argument. Students also are exposed to all types of litigation by drafting research memoranda, strategy memoranda, pleadings,

motions, and trial briefs. Special attention is placed on professional responsibility issues and strategic case planning methods.

Throughout the course a combination of teaching methods is employed, including classroom instruction, individual case supervision, simulations and videotaped exercises. In the two-hour weekly seminar topics include substantive housing law, case planning methods and the progress of actual clinic cases. Students also perform simulated exercises (some of which are videotaped) related to their actual cases. The primary mode of instruction is one-on-one case supervision.

Alternative Dispute Resolution Clinic

The goals of the Alternative Dispute Resolution Clinic are to teach mediation skills, provide clinically supervised mediation experience, and provide direction in the advanced study of theoretical, legal, ethical and practical issues posed by the use of mediation as an alternative to litigation. The clinic, a three-credit course, combines classroom instruction with supervised clinical practice.

Environmental Law Clinic

This program provides an opportunity to work on current environmental issues with federal, state or local environmental agencies, public interest law firms, and private practitioners engaged in *pro bono* work in the field. Students obtain direct experience with administration and implementation of environmental statutes or litigation in this field. Students have approximately 20 hours of clinical work each week and participate in a weekly seminar. Environmental Law is a prerequisite or may be taken concurrently.

SIMULATION-BASED COURSES

Simulation-based education begins at Hofstra during the student's first year, with many options for continuation in the upper-class years.

Legal Writing and Research and Appellate Advocacy

Recognizing that legal writing and research are critical to legal practice, Hofstra has designed a required program that emphasizes individualized instruction in these skills. The heart of the Legal Writing and Research Program is the periodic conference between the instructor and the student, during which the latter receives a thorough critique of each writing assignment. The instructor and student

then agree on goals for improvement and in the next conference examine the student's subsequent writing to see whether these goals have been met. The writing instructors also conduct classes on techniques unique to legal writing and legal research. Legal Writing and Research is required of all first-year students. It is primarily a spring semester course, although research is taught in the fall. Two credits are awarded at the end of the first year.

During the fall semester of the second year, all students take the course in Appellate Advocacy in which they receive instruction in persuasive writing, oral advocacy, appellate advocacy and legal drafting. Each student represents a hypothetical client in a simulated appeal. The student submits two drafts of a brief, each of which is critiqued by the instructor, and the student argues the appeal orally before a panel of three judges who are role-played by a teacher, a practicing attorney and a third-year student.

Trial Techniques

This three-credit course, given in January, was originally developed by the National Institute for Trial Advocacy for the training of practicing lawyers. The NITA method of teaching consists of approximately two weeks of intensive instruction in every aspect of trial advocacy.

Students receive a set of NITA materials containing six complete case files; three civil and three criminal. From these files and additional materials about 100 separate problems have been developed, covering every aspect of a trial from jury selection to closing argument. During the course of the program, students are given an opportunity to try two complete cases, one of which is argued before a jury. In addition, problems are supplemented by a textbook, lectures and round table discussions.

The problems are structured so that students are first exposed to basic problems of conducting direct and cross-examination. From the outset, however, students must develop a theory of the particular examination, decide on an appropriate approach to bring out the facts consistent with the theory, prepare the witness and perform the examination. The student must also anticipate evidentiary objections and defend his or her position when objections are made by others in the class or by the instructor.

For simple direct, cross- and redirect, the student then must prepare and demonstrate problems that require laying a foundation and introduction into evidence of various types of exhibit material including documents, photographs, x-rays, maps, charts, reports and physical objects.

Once proficiency is established in basic techniques of examination, the problems become quite complex, requiring intensive preparation. In addition to complexity, the student must learn to deal with specialized situations involving examination of experts, children, hostile and reluctant witnesses, and the like. Substantial questions of evidence are built into each problem to develop the student's proficiency in making and defending against objections.

The program is graded pass/fail. Attendance, however, is required and is taken daily. The program is open to second- and third-year students who have completed the basic course in evidence. Trial Techniques is also available on the same basis to students graduating in January. Interested students should obtain registration and tuition information from the Registrar's Office in early October, preceding the January in which they seek to enroll.

Pretrial Litigation

Pretrial Litigation is a simulation-based course in which students are divided into law firms that represent clients in complex civil litigation. The purpose of Pretrial Litigation is to improve law student understanding of the operation of procedural rules in context and the strategic choices and ethical dilemmas that typically face litigators.

A law firm for Pretrial Litigation usually consists of three students. Each law firm is assigned to one litigation group with other law firms. Each litigation group is assigned to one of the instructors (the course is collectively taught by several faculty members) for supervision. This organization is designed to simulate, quite realistically, the practice of law in a modern law firm.

The student law firm is assigned to represent one of the parties to potential litigation in a simulated fact situation created by the instructors. Recent case files have included a lawsuit involving an incident involving release of radiation at a nuclear power plant and a claim for defamation and invasion of privacy arising from publication of a novel.

Student activity in the simulated case begins with an initial client interview and continues through development of a litigation and settlement strategy and then to the stages of litigation leading up to trial. Highlights of each student experience include client interviewing and counseling, detailed factual investigation, developing case strategy, drafting complaints and motions and oral argument of motions, drafting and objecting to written discovery (document requests, requests for admission and

interrogatories), taking and defending depositions, and settlement negotiations.

In addition to case-based activities (meetings with clients, firm conferences, motion arguments and depositions) faculty members conduct regular classes, which cover topics related to pretrial litigation. Relevant readings are assigned and classes are conducted on a large group basis for the members of every law firm.

Pretrial Litigation makes extensive use of a computer-based electronic mail system (e-mail) to facilitate communication among course members, instructors, clients and the outside world. E-mail communications are used for a variety of purposes. Students communicate with their supervising attorney, the "outside world" (e.g., government agencies or witnesses) reached through the instructor, each other, and the court via e-mail. The faculty makes course announcements and keeps close track of what the students are doing via the e-mail system.

Because of the electronic bulletin board, Pretrial Litigation is interactive: within broad limits, what the student does and experiences is dependent on his or her own strategy and performance. The faculty is able to constantly monitor student activity and performance via the electronic bulletin board, and the faculty can shape events in the simulated litigation to continuously challenge the student to learn and experience more.

Pretrial Litigation was cited for its innovative use of computer technology in a survey of law school computer learning activity conducted by the *New York Law Journal*. The National Institute of Trial Advocacy also published an article written by the faculty describing the course, which was distributed to law teachers nationwide.

Family Law Practice Workshop

This simulation-based workshop is an advanced course in family law. It requires the student to integrate legal doctrine with client representation skills.

The centerpiece of the workshop is preparation for and participation in settlement negotiations for a divorce involving significant property division and child custody issues.

Student teams of lawyers represent the husband or the wife. They interview the clients and write a detailed plan for upcoming settlement negotiations with the other spouse's lawyers. Following completion of the negotiation plans, student teams negotiate with each other concerning the divorce settlement. All negotiations are observed and

critiqued by practicing matrimonial lawyers and mental health professionals.

In addition, students draft portions of separation agreements and make class presentations on the ethical issues that matrimonial lawyers face in daily practice. The workshop examines alternatives to litigation in matrimonial practice, including mediation and arbitration.

The workshop is team-taught by a law professor and a practicing matrimonial lawyer. Mental health experts participate in various aspects of the workshop. Prerequisite or corequisite: Family Law. Federal Taxation of Individuals is not a prerequisite but is strongly recommended. Enrollment is limited.

EXTERNSHIP PROGRAMS

The competent practice of law requires many skills. Research and writing, the development of facts, and the ability to deal with parties, witnesses and other lawyers are some of the more important and obvious of those skills. The Externship Program at Hofstra is one dimension of a skills program that includes trial advocacy, pretrial litigation, Inns of Court, appellate advocacy, in-house clinical programs, simulation courses and independent study. The Externship Program is designed to afford students the opportunity to work directly with judges, prosecutors' offices, publicly funded criminal defense agencies, and other government agencies with a view toward developing lawyers' skills in real life situations with supervision and guidance by a full-time faculty member.

Judicial Externship Program

The Judicial Externship Program provides an opportunity for students to serve as apprentices for state and federal judges for a semester. As judicial externs, for approximately 15 hours per week, students do research, write memoranda, observe court proceedings and discuss cases with their judges. Through conferences with the judges, students gain insight into the effectiveness of litigation techniques and the practical impact of the judicial system. Students are supervised both by their judges and by the Law School program directors. Weekly seminars are held by the faculty directors.

Civil Externship Program

The Civil Externship Program provides students with opportunities to learn lawyering skills through placements in a variety of nonprofit organizations or government agencies. Students work approximately 15 hours per week for such organizations as the state

and federal judiciary, the New York State Attorney General, the New York State Department of Mental Hygiene, the New York Lawyers for the Public Interest, Nassau/Suffolk Legal Services, the Central American Refugee Center, the New York State Department of Labor, and the Natural Resources Defense Council. Depending upon the particular placement, students may engage in all phases of legal work, including interviewing clients and witnesses, drafting legal documents, negotiating with attorneys, conducting research and preparing legal memoranda. Students are supervised by the supervising attorney in the particular organization and by the Law School faculty directors, who also hold weekly seminars.

Criminal Externship Program

The Criminal Externship Program provides an opportunity for students to learn about all phases of criminal law practice through placements in such agencies as Nassau, Queens and Kings County District Attorneys' offices and New York City, Nassau County and Suffolk County Legal Aid offices. Students work approximately 15 hours per week and may be exposed to a wide variety of experiences, including legal research and writing, case investigation, witness interviewing and courtroom advocacy. Each student's work is supervised by a supervising attorney in the appropriate organization as well as by the Law School faculty directors, who also conduct weekly seminars.

Family Law Legal Services Externship

Family Law Legal Services Externs will represent clients of the Volunteer Lawyers Project of the Nassau/Suffolk Law Services Committee, Inc. and the Nassau County Bar in divorce and family law cases. The Volunteer Lawyers Project was established in 1983 to provide *pro bono* representation to indigent persons who are screened for eligibility and merit in their cases.

Family Law Legal Services Externs will interview and assist persons seeking uncontested divorces. Some of these cases will develop into contested divorce cases in which the students may need to negotiate with opposing counsel and draft settlement agreements. Students may also have an opportunity to assist in court appearances.

Students will work a minimum of fifteen hours per week on their cases and associated projects. They must keep a journal and do any necessary research and writing associated with their cases. Each student must produce a minimum of 25 pages of substantial

written work based on legal research over the course of the semester. The written work product of the Family Law Legal Services Externs will be supervised, and faculty will meet with them periodically for this purpose.

PRO BONO OPPORTUNITIES: THE CENTER FOR VOLUNTEER SERVICE IN THE PUBLIC INTEREST

***Pro Bono* Student Lawyers Project**

The *Pro Bono* Student Lawyers Project offers students the opportunity to do volunteer legal work with public interest organizations, courts, government, and regulatory agencies, nonprofit organizations, private firms working on *pro bono* cases and with professors working on public interest cases. Students participate in most types of legal work: research and writing, assisting in case preparation and doing client intake. A wide range of areas of law, such as criminal, health, environmental, elder, family, housing and immigration, is offered. All legal work is done under the supervision of an attorney. Hofstra School of Law also has access to PBSA (*Pro Bono* Students America) computer database, a shared network of more than 1,000 volunteer placements, which enables students to be matched to placements based upon their own areas of interest and geographical preferences.

Students in the program volunteer their time without compensation or credit. In 1996-1997 more than 300 students participated. Some examples of placements include: Nassau County Legal Aid Society, Long Island Housing Services, Nassau County Coalition Against Domestic Violence, Nassau/Suffolk Law Services Committee, Inc., Bronx Legal Services, the Town of North Hempstead, the Legal Aid Society Juvenile Rights Division, and Mediation Alternative Project.

Kurzer Community Education Program

The Kurzer Community Education Program seeks to develop and promote opportunities that enable law students to participate in community education outreach endeavors. Each component of the program places a special emphasis on law-related education. Kurzer projects include:

(a) Civil Liberties and Racial Relations Project - Law students teach a class to local high school students about the development of civil rights laws in this country and examine the causes of contemporary racial strife.

(b) Mock Trial Tournament - Law students assist judges and lawyers with the Nassau County Bar Association's Mock Trial Tournament for high school students.

(c) VITA (Volunteer Income Tax Assistance) - Law students offer assistance to persons who need help with the filing of their income tax returns. Students are trained by the Internal Revenue Service.

(d) *Pro Bono* Bankruptcy Clinic - Law Students participate in clinics at the Nassau County Bar Association where they assist clients with consumer bankruptcy matters.

(e) Adopt-A-School Project - Law students serve as guest lecturers, mentors and tutors at a local elementary school.

R.E.A.C.H.

(Research, Education, and Advocacy to Combat Homelessness)

R.E.A.C.H. is a nonprofit, student-run organization which provides direct advocacy for homeless persons as well as legal support for community-based groups and organizations which work on homelessness and law income housing issues. Students have been running weekly clinics in Hempstead where they staff tables and provide information to homeless persons about medical and public entitlement programs, landlord/tenant issues, as well as inform the homeless about various community resources available to them. Members of the local bar lend their guidance and support to students involved in these clinics.

Other R.E.A.C.H. activities include a biannual food and clothing drive to provide help for needy people as well as an educational forum dealing with issues affecting the homeless.

R.E.A.C.H. students were the recipients of the New York State Bar Association President's *Pro Bono* Award for 1996.

U.A.C. (Unemployment Action Center)

In August 1991 Hofstra University School of Law established a chapter of the Unemployment Action Center (U.A.C.). The U.A.C. is a nonprofit, student-run organization that offers free advice and representation to persons denied unemployment benefits. More than 100 student advocates have participated annually, each of whom has taken at least one case. Hofstra U.A.C. received the New York State Bar Association Law Student *Pro Bono* Award for 1992.

THEODORE ROOSEVELT AMERICAN INN OF COURT

The School of Law participates in the American Inns of Court Program, which is patterned after the English Inns of Court, to enable new lawyers and law students to apprentice with judges and experienced barristers. The selected Hofstra School of Law students and recent graduates meet regularly with prominent state and federal judges, highly skilled litigators, and Hofstra law professors to discuss substantive legal issues.

J.D./M.B.A. PROGRAM

The J.D./M.B.A. program is a four-year joint program of the Hofstra School of Law and the Hofstra Frank G. Zarb School of Business. Students in good standing at the end of the first year of law school are eligible for admission if they have satisfied certain core competency courses and otherwise meet the admissions standards of the Zarb School of Business. Information concerning these core competency courses may be obtained from the Zarb School of Business.

Law students must complete the usual M.B.A. application and submit the required undergraduate and graduate transcripts to the Graduate Admissions Office. The GMAT examination is required of all J.D./M.B.A. students. The regular application fee may be waived by a program coordinator.

The J.D./M.B.A. program provides students with:

- a) Knowledge of the administrative process necessary for attorneys pursuing careers in business and not-for-profit institutions.
- b) Specialized proficiency in fields auxiliary to law, such as accounting, banking, finance, investment, marketing, real estate and taxation.
- c) Knowledge of the economic implications of legal processes.

Our complex economic and social environment imposes significant demands on today's managers. Developments in areas such as product liability, tax reform, social responsibility of business, consumerism, franchising and increased regulation of business have significantly affected the manager's role. Our J.D./M.B.A. program is designed to train managers to be aware of these developments and to develop business strategies which reflect these legal considerations.

In the past, individuals seeking to obtain both J.D. and M.B.A. degrees often had to go to separate universities and pursue these degrees independently. The combined J.D./M.B.A. program enables students to receive both degrees within four years

rather than five, to integrate both fields within coursework, and to receive field experiences that relate to both legal and business decision-making.

THE PROGRAM

Due to the core competency courses in the Zarb School of Business, students who have obtained undergraduate business degrees will have different plans of study than students who have not done so. Thus students who must complete certain core competency courses in the Zarb School of Business will incur additional tuition charges.

The program requirements for fulfillment of the business section of the curriculum are broken down into five different components:

Component I	Residency Requirements (No credit)
Component II	Core Competencies (0-24 s.h.)
Component III	Advanced Core (18 s.h.)
Component IV	The Contemporary Business Environment (9 s.h.)
Component V	The Major Concentrations (15 s.h.) (nine credits from the Law School will be transferred under advisement)

The Capstone Research Integration Course

In order to better address the myriad of experiences and professional objectives of students enrolled in the J.D./M.B.A. program, the Capstone Research Integration Course offers students a variety of options through which to integrate material presented in other components of study. All of these options stress the importance of analytical and research skills; decision making across functional lines; demonstrated thorough understanding of the global environment, markets, technology and operations of an organization or issue within an organization; and effectively communicating and substantiating decisions that have the potential to profoundly affect an enterprise.

The five different options that are available to complete the fifth component of the program are:

- Option 1. Advanced Research Seminar
- Option 2. M.B.A. Honors Research Thesis
- Option 3. Case Focused Research Seminar
- Option 4. Consulting Research Project
- Option 5. Computer Simulation (Management Game).

Scheduling and Tuition

The following schedule is prescribed by the New York State Court of Appeals requirements relating to

full-time student status in law school.

During the first, second and the fourth years, J.D./M.B.A. students register for coursework in the School of Law. These students pay the yearly law school tuition in effect at that time.

J.D./M.B.A. students receive six graduate level credits of M.B.A. tuition coverage provided that they are full-time law students during this time period. This tuition amount may be applied only to the fall and spring semesters. While a student is a full-time law student, such students must also pay the prevailing law school tuition; such students must also pay the prevailing business school tuition for business school coursework beyond the six graduate business

credits described above.

In the third year J.D./M.B.A. students pay the prevailing graduate business school tuition and no law school tuition.

J.D./M.B.A. students seeking additional coursework in the Zarb School of Business, beyond that described above, must pay the prevailing tuition rate. J.D./M.B.A. students are eligible for both School of Law and Zarb School of Business scholarship assistance and financial aid.

Credits earned at the School of Business during Summer Sessions or during the X Session in January will not be applied toward the requirements for the J.D. degree.

SCHEDULE

Year	Credits School of Law	Credits Zarb School of Business*
1	29	0
2	26	6
3	6	30
4	26	6/6
TOTAL	87**	42***

* Does not include level 201 series of Zarb School of Business courses, which students may satisfy with prior undergraduate courses or by taking additional courses after acceptance to the M.B.A. Program.

** The School of Law will accept nine credits (three courses under advisement) of approved coursework from the M.B.A. program toward the J.D. degree. Students may receive academic credit toward the J.D. degree only for Zarb School of Business courses approved by the faculty of the School of Law. The Law School Registrar maintains a list of such approved courses.

*** 42 credits are required for the program. The Zarb School of Business will accept nine credits under advisement from the J.D. program toward the M.B.A. degree.

SCHOLARLY PUBLICATIONS

THE HOFSTRA LAW REVIEW

The basic legal periodicals in the United States are the law reviews, which are sponsored by law schools and managed and edited by law students. The *Hofstra Law Review* is a legal journal of general scope, published quarterly by the *Hofstra Law Review* Association. The *Review* is recognized as a leading journal in the legal community, cited by numerous other journals and in legal opinions across the country.

The *Hofstra Law Review* is student-run. Faculty serve on a Faculty Board of Advisers. Each spring members of the first- and second- year classes compete in a writing competition for membership on the *Review*. The membership is responsible for soliciting articles from legal scholars, considering unsolicited manuscripts for publication, editing published works and maintaining the *Review's* reputation for timely publication of articles that expand the frontiers of legal scholarship.

There are several ways to qualify for membership:

- First-year students, who are in the top 5 percent of their class based on their second semester cumulative grade point average, receive an invitation to join.
- First-year students may compete in an annual writing competition in which they are asked to write a memorandum of law analyzing a particular legal problem. Students may be selected on their writing competition scores alone or on a combination of writing score and cumulative grade point average. Second-year students may also participate in the writing competition but may not become *Review* members unless they plan to complete both the fall and spring semesters of their third year at Hofstra.
- A student may be invited to join on the basis of submission of a completed article deemed to be of publishable quality by the Board of Editors. Articles from third-year students must be submitted by the end of the second week of classes in the fall semester.

Each March a 14-member Board of Editors is selected, headed by the editor in chief. The board is responsible for carrying out *Review* policy and managing the publication.

Review membership presupposes a student's commitment to legal research and writing and a willingness to work long hours. In addition to the *Review's* publication work, each student member is

required to write an analytical note or case comment for publication in the *Review*. Members may elect to take *Law Review* for three credits during their second year of law school. During the spring semester of their third year of law school, members of the Board of Editors may elect two credits and associate editors may elect one credit. During the spring semester of their second year of Law School, upon the recommendation of a faculty adviser and the Board of Advisers, members are awarded two credits for the completion of a note of publishable quality and one credit for completion of staff responsibilities. During the spring semester of their third year of Law School, upon recommendation of the Board of Advisers, members of the Board of Editors are awarded two credits for satisfactory service and associate editors are awarded one credit for satisfactory service.

The board invites new students to visit its office and learn more about the organization. (See the Rules for Election of Nonclassroom Courses.)

THE LABOR AND EMPLOYMENT LAW JOURNAL

The *Hofstra Labor and Employment Law Journal* is a scholarly publication devoted entirely to the discussion of current issues in labor and employment law. Established in 1982, the *Journal* is widely regarded as one of the premier authorities in this field. Through its publication of articles written by some of the nation's preeminent labor law scholars and practitioners, the *Journal* has played an important role in helping to build the prestige of the School of Law. The *Journal* is run by an editorial board composed of third-year students. Faculty serve on a Faculty Board of Advisers. New staff members are chosen through a school-wide writing competition each spring. While serving as staff members, students are afforded an opportunity to submit pieces which may be published along with other articles.

Recently, the *Journal* also has begun to nationally distribute a newsletter, the *LABORatory*, which is prepared entirely by the *Journal* staff.

Members may elect to take the *Labor and Employment Law Journal* for three credits in the spring semester of their second year of law school. During the spring semester of their third year of law school, members of the Board of Editors may elect two credits and senior staff members may elect one credit. During the spring semester of their second year of Law School, upon the recommendation of the Board of Advisers, members are awarded two credits for the completion of a note of publishable quality and one credit for completion of staff responsibilities. During the spring semester of their third year of Law School, upon recommendation of the Board of

Advisers, members of the Board of Editors are awarded two credits for satisfactory service and senior staff members are awarded one credit for satisfactory service.

THE HOFSTRA LAW & POLICY SYMPOSIUM

The first volume of the *Hofstra Law & Policy Symposium* was published in 1996. Each issue of this new journal focuses on a single theme of interest to the legal community. A faculty member or members serve as faculty editor(s) for each symposium. Student editors are selected by the faculty editor; student editors may assist the faculty editor in the solicitation and selection of articles and edit articles. Student editors also write a note, essay, book review, or other article on a topic related to their issue of the journal, as approved by the faculty editor.

Students may receive up to three credits for their work on the journal. These credits must be approved by the faculty editor and may be allocated over two or more semesters at the discretion of the faculty editor. No credit is given to a student who does not satisfactorily complete his or her own writing.

FAMILY AND CONCILIATION COURTS REVIEW

Family and Conciliation Courts Review (FCCR) is a peer reviewed, quarterly journal published under the auspices of the Association of Family and Conciliation Courts (AFCC); the Editor-in-Chief is Professor Andrew Schepard. FCCR is an international, interdisciplinary family law journal, and a forum for the exchange of ideas, programs, research, legislation, case law and reforms. The journal's editorial staff, under the direction of Editor-in-Chief Andrew Schepard, is based at the Law School. Its fundamental premise is that productive discussion of family law is facilitated by a dialogue between the judiciary, lawyers, mediators, mental health and social services communities. AFCC is an interdisciplinary, international association of judges, counselors, evaluators, mediators, attorneys and others concerned with the constructive resolution of family conflict.

■ Students are selected as members of the editorial staff of FCCR through an application process. Preference is given to students who are seriously interested in family law and family dispute resolution.

■ Students selected as editors of FCCR are required to write a note, essay, book review or other appropriate article on a topic related to family law and the mission of FCCR. Student editors also help with the administrative aspects of

publishing FCCR and are required to meet as a group weekly with Professor Schepard during the school year.

■ Students may receive up to three credits over two academic years for their work as student editors of FCCR. The first two credits are allocated to the student's research and writing project and editorial and administrative work in the student's first year as a student editor.

■ Students selected as a senior editor of FCCR can earn an additional academic credit in their second year on the editorial staff. Award of the additional credit requires satisfactory completion of administrative and editorial responsibilities assigned to the senior editors' positions.

SPECIAL PROGRAMS

ALUMNI AFFAIRS

The School of Law maintains its own Office of Alumni Affairs to serve the approximately 6,100 graduates who have automatically become members of the Law Alumni Association. The Office of Alumni Affairs is dedicated to helping graduates maintain a close relationship with each other and with the School of Law.

Hofstra Law graduates remain actively involved in the advancement and growth of the School of Law. They attend social events, networking receptions, and class reunions; act as mentors, panelists and lecturers; assist in law student admissions and career services; and serve on the Law Alumni Association Board of Directors. Many graduates contribute to advancing law school programs through annual gifts.

All Law School graduates receive the *Hofstra Law Report*, which is a biannual magazine, and an *Alumni Directory*. In addition, the Office of Career Services provides information, career counseling and other assistance to Hofstra Law graduates.

ALUMNI-STUDENT MENTOR PROGRAM

The School of Law sponsors the Alumni-Student Mentor Program, which pairs alumni with law students. The purpose of the program is to provide an opportunity for students to receive from practitioners an additional perspective concerning legal careers. The mentors commit themselves to meet with students on a regular basis to exchange information and professional experiences, such as observing trials, depositions and negotiations. The program's flexibility enables pairings to be arranged during the academic year and during the summer months. Mentorships also may be arranged in different geographic regions of the United States.

HOWARD KAPLAN MEMORIAL LECTURE SERIES

The Max and Victoria Dreyfus Foundation, Inc., has established an endowment for an annual lecture series in public interest law in memory of Howard Kaplan, a prominent attorney. The lecture series has hosted visits by a long list of distinguished jurists who address the student body, faculty and members of the Hofstra community. Recent Kaplan Lecturers include:

The Honorable Shirley S. Abrahamson
Justice, Wisconsin Supreme Court

The Honorable Richard S. Arnold
Chief Judge of the United States Court of Appeals for the Eighth Circuit

The Honorable Stephen Breyer
Circuit Judge of the United States Court of Appeals for the First Circuit, now Justice of the United States Supreme Court

The Honorable Guido Calabresi
Circuit Judge, United States Court of Appeals for the Second Circuit

The Honorable Harry T. Edwards
Circuit Judge of the United States Court of Appeals for the District of Columbia Circuit

The Honorable Wilfred Feinberg
Former Chief Judge, United States Court of Appeals for the Second Circuit

The Honorable Patrick E. Higginbotham
Circuit Judge for the United States Court of Appeals for the Fifth Circuit

The Honorable Hans Linde
Senior Justice of the Oregon Supreme Court

The Honorable Abner J. Mikva
Circuit Judge for the United States Court of Appeals for the District of Columbia Circuit

The Honorable James L. Oakes
Circuit Judge for the United States Court of Appeals for the Second Circuit

The Honorable Antonin Scalia
Justice of the United States Supreme Court

The Honorable Dolores K. Sloviter
Chief Judge for the United States Court of Appeals for the Third Circuit

LEGAL ETHICS

The faculty has been actively involved for many years in coming to grips with the most difficult issues of legal ethics.

■ The School of Law was honored to host its Second Biannual Legal Ethics Conference, which was held on the topic of access to justice in April of 1998. The keynote speaker was Ralph Nader

and the Honorable Anthony M. Kennedy, Associate Justice of the United States Supreme Court, was honored at the conference banquet. Professors Monroe Freedman and Roy Simon organized and directed the conference, which gathered a group of nationally recognized legal ethics scholars and included discussions on a wide range of issues. The first conference "Legal Ethics: The Core Issues" was held in March 1996 and featured The Honorable Ruth Bader Ginsburg, Associate Justice of the United States Supreme Court, as the keynote speaker.

■ Professor Burton C. Agata has served as Director and Consultant for a Federal Judicial Center Study on Admissions and Discipline of Attorneys in the Federal Courts and served as a Consultant to the Clare Committee for the Second Circuit. Professor Agata is a Vice Chair of the American Bar Association Senior Lawyers Division Committee on Professionalism.

■ Professor Monroe Freedman is the Howard Lichtenstein Distinguished Professor of Legal Ethics at Hofstra University School of Law. His first book, *Lawyers' Ethics in an Adversary System* (1975), received the American Bar Association's Gavel Award Certificate of Merit. His most recent book, *Understanding Lawyers' Ethics* (1990), substantially expands and updates the earlier book. An article in *The Journal of the Legal Profession* reviewed Professor Freedman's work and concludes: "It is no exaggeration to say that (Monroe Freedman's) thinking, writing, and lectures...have been the primary creative force in legal ethics today, both in the practice of law and in legal education."

■ Professor Leon Friedman was the Associate Director of the Committee on Courtroom Conduct of the Association of the Bar of the City of New York. *Disorder in the Courts*, which he wrote with Professor Norman Dorsen, is a leading work on that subject.

■ Professor Roy Simon annually co-authors *Regulation of Lawyers: Statutes and Standards*, which is a compilation of codes and guidelines that govern lawyers. He is writing a textbook on lawyers and the legal profession, has published articles on legal ethics, and serves as an expert witness in matters involving professional conduct. He is a former Chair of the AALS Section on Professional Responsibility.

There is a substantial infusion of ethical perspectives in courses throughout the curriculum, including Contracts, Criminal Law, Corporations, Family Law, Taxation, and Labor Arbitration. In addition, a required course is devoted exclusively to lawyers' ethics.

THE P.E.A.C.E PROGRAM PARENT EDUCATION AND CUSTODY EFFECTIVENESS

P.E.A.C.E is a court-affiliated interdisciplinary educational program for divorcing and separating parents. It encourages parents to assume responsibility for creating a postdivorce environment in which their children are their first priority.

The P.E.A.C.E. Project is a joint program of Hofstra University School of Law and Hofstra University Graduate Programs in Marriage and Family Counseling. It is co-sponsored by the Interdisciplinary Forum on Mental Health and Family Law, an umbrella organization of representatives from leading legal and mental health organizations in New York State created by the New York Chapter of the American Academy of Matrimonial Lawyers.

P.E.A.C.E. operates its educational programs in cooperation with the New York State Office of Court Administration and interested members of Matrimonial Lawyers.

Hofstra law students participate in P.E.A.C.E. in a variety of ways: They help develop curriculum materials, write papers researching and analyzing trends, several of which have been published in professional journals, make presentations to professional groups and help administer programs.

SCHOLARS-IN-RESIDENCE PROGRAM

The Law School hosts a visiting scholar for a two-day to four-day period at least once and sometimes twice a year. The visiting scholar generally conducts classes, delivers an address to students and faculty, and meets with students and faculty informally at receptions and other gatherings. Recent Scholars-in-Residence have been: Professor Jesse H. Choper (University of California at Berkeley), Professor Marc S. Galanter (Wisconsin), Professor Morton J. Horwitz

(Harvard), Professor Harold Koh (Yale), Professor Charles R. Lawrence (Stanford), Dean Michael Marchenko (Moscow State University), Professor Mari J. Matsuda (University of Hawaii), Professor Michael Olivas (University of Houston Law Center), Professor Cass Sunstein (University of Chicago) and Professor Akhil Reed Amar (Yale).

SUMMER STUDY ABROAD PROGRAM

The Hofstra University School of Law offers a four-week Summer Study Abroad Program in Nice, France, in cooperation with the Faculté De Droit de l'Université de Nice. The program is taught by law faculty from Hofstra and other universities. Each of the courses offered either has an international focus or compares American and European approaches to the law. Law classes are conducted in English. The program is open to students who have completed at least the first year of law school and who are currently in good standing at any ABA-accredited law school as well as to graduates of such approved schools. During the summer of 1994 the Nice program was offered in cooperation with Moscow State University and former Moscow State Dean Michael Marchenko. Two Russian students participated in the program. In 1995, during the first and second weeks of the program, the Honorable Antonin Scalia, Associate Justice of the Supreme Court of the United States, taught a two-credit course, Comparative Constitutional Law, with Professor Leon Friedman. The Honorable Ruth Bader Ginsburg, Associate Justice of the Supreme Court of the United States, taught Comparative Constitutional Law in the program during the summer of 1997. Judge Guido Calabresi, Circuit Court Judge for the Second Circuit Court of Appeals, taught in the program in the summer of 1998. The Honorable Antonin Scalia, Associate Justice of the Supreme Court, will teach in the program in the summer of 1999.

THE LAW LIBRARY

The Law Library is an integral part of the Hofstra University School of Law, and it is one of the outstanding law libraries in the metropolitan area. While the Library's primary goal is to support the curriculum and research needs of the Law School's faculty and students, it also serves the University community and members of the Bench and the Bar who are drawn to the library by the caliber of its librarians and the quality of its collection. The collection consists of approximately 488,000 volumes and microform volume equivalents. It includes a comprehensive collection of English language legal periodicals, and the statutes and case law for all state and federal jurisdictions. Treatises, encyclopedias, digests, citators, looseleaf services, and materials in related disciplines of interest to the legal profession are available. The Library has current subscriptions to approximately 5,500 serial titles. The collection includes selected foreign legal titles as well as comparative and international legal materials. Additionally, the Library serves as a selective depository for United States Government publications. The Library's microform collection contains the records and briefs of all United States Supreme Court cases from 1832 to date and a collection of United Nations and congressional documents.

A major expansion of the Law Library provides extensive student study areas, including five student

study rooms and two computer research laboratories equipped with 35 PCS. These PCS provide access to e-mail, word processing, LEXIS, WESTLAW and the Internet. Law students are trained to use LEXIS and WESTLAW, sophisticated computerized legal information retrieval systems, by the law librarians and have direct access to the computer terminals to conduct legal research. The Library has 42 data jack connections for students to connect their laptops into the Law School network.

The Library has 18 full-time staff members, including eight librarians. Four of the librarians have both M.L.S. and J.D. degrees. The main responsibility of the Law Library staff is to provide a high level of service in assisting patrons to use the collection and the facilities. The Library can accommodate more than 600 students at one time and is open seven days a week for a total of 98 hours.

The Law Library is a significant component of the Hofstra University Library system, which is among the 5 percent of those American university collections which contain more than 1,000,000 volumes. All of Hofstra's library facilities are available for use by law students. Arduous learning and scholarship, combined with the excitement of informal intellectual exchange, make the Library one of the most important work areas in the Law School.

ACADEMIC CHAIRS AND DISTINGUISHED PROFESSORSHIPS

The Alexander M. Bickel Distinguished Professorship in Communications Law was established in 1983 by several persons, including two graduates of the Yale Law School, where Professor Bickel was one of the more prestigious faculty members. He was a nationally prominent professor of constitutional and communication law. The Professorship is currently held by Professor Bernard E. Jacob.

The Andrew M. Boas and Mark L. Claster Distinguished Professorship in Civil Procedure was established in 1986 by gifts from two graduates of the Hofstra School of Law, Andrew M. Boas, Class of 1980, and Mark L. Claster, Class of 1977. The Professorship is currently held by Dean Stuart Rabinowitz.

The Richard J. Cardali Distinguished Professorship in Trial Advocacy was established in 1989 in memory of Richard J. Cardali, who was a prominent attorney specializing in plaintiffs' negligence work. Mr.

Cardali devoted a substantial amount of his time and energy to teach advocacy skills to other lawyers and to law students, and the Professorship promotes the continued training of advocacy skills. The Professorship is held by Professor Lawrence W. Kessler.

The Edward F. Carlough Chair in Labor Law, established in 1981, honors the late Edward F. Carlough, who was the president emeritus of the Sheet Metal Workers' International Association. It is funded by a gift from the Sheet Metal Workers' International Association. It supports the *Labor Law Journal*, a scholarly publication, and the annual Edward F. Carlough Labor Law Conference.

The Maurice A. Deane Distinguished Professorship in Constitutional Law was established in 1986 by Maurice A. Deane, a graduate of the Hofstra University School of Law. The Professorship supports special studies, conferences and other academic activity in the

field of constitutional law. The Professorship is currently held by Professor Janet L. Dolgin.

The Jack and Freda Dicker Distinguished Professorship in Health Care Law was established in 1985 by gifts from Mr. Ernest Dicker and his brothers Stanley and Daniel Dicker. It is in honor of their late father and mother. Under the Professorship, professional scholarly activities in the field of health care law are undertaken. The Professorship is awarded to a professor with an outstanding background in health care law.

The Adolph J. and Dorothy R. Eckhardt Distinguished Professorship in Corporate Law was established in 1992 by gifts from Mr. Adolph J. Eckhardt and his wife, Mrs. Dorothy R. Eckhardt. The Professorship is designed to promote research, lecture series and other scholarly activities in the field of corporate law. The Professorship is currently held by Vice Dean M. Patricia Adamski.

The Peter S. Kalikow Distinguished Professorship in Real Estate Law was established in 1987 by a gift from Peter S. Kalikow, a prominent real estate developer and the Chairman and President of H. L. Kalikow Company. The Professorship is designed to promote research and scholarly activities in the field of real estate law. The Professorship is currently held by Professor Ronald H. Silverman.

The Joseph Kushner Distinguished Professorship in Civil Liberties Law was established in memory of the late Joseph Kushner, who headed a real estate concern involved in development and acquisitions in New Jersey. He was a survivor of the Holocaust and was keenly interested in the protection of civil liberties. The Professorship is endowed by contributions from his son, Charles Kushner, a graduate of the Hofstra School of Law, Class of 1979. It promotes scholarly activities in civil liberties law. The Professorship currently is held by Professor Leon Friedman.

The Howard Lichtenstein Distinguished Professorship in Legal Ethics was established in memory of Howard Lichtenstein, the late Senior Partner of the law firm of Proskauer Rose Goetz and Mendelsohn. It has been endowed by that law firm and by friends of Mr. Lichtenstein. It supports planned monographs, lectures and other scholarly activities in the field of legal ethics. The Professorship is currently held by Professor Monroe H. Freedman.

The Harry H. Rains Distinguished Professorship in Arbitration and Alternative Dispute Settlement Law, was established in 1983 by Muriel and Harry H. Rains. Mr. Rains was one of the founding members of the National Academy of Arbitrators. The Professorship is currently held by Professor Robert A. Baruch Bush.

The Rivkin, Radler, Dunne & Bayh Distinguished Professorship in Environmental Law was established in 1987 and funded by Rivkin, Radler, Dunne & Bayh, a prominent Nassau County law firm with a specialty in environmental law. The Professorship is the center for scholarly and professional activities in the environmental law field. The Professorship is currently held by Professor William R. Ginsberg.

The Eric J. Schmertz Distinguished Professorship in Public Law and Public Service was established in 1993 by friends of Professor Eric J. Schmertz to promote scholarship and activities in furtherance of public law and public service. The Professorship is currently held by Professor Eric Lane.

The Max Schmertz Distinguished Professorship, established in 1982, honors and perpetuates the memory of Max Schmertz, a business and political leader of the city of New Rochelle. It is funded by grants from Professor Eric J. Schmertz and Herbert Schmertz. It supports a Distinguished Lecture Series in various legal disciplines. The Professorship is currently held by Professor Burton C. Agata.

The Sidney and Walter Siben Distinguished Professorship in Family Law and Torts was established in 1984 and is supported by a gift from the law firm of Siben & Siben. Its purpose is to promote scholarly research, conferences and publications in the fields of torts and family law. The Professorship is currently held by Professor John DeWitt Gregory.

The Benjamin Weintraub Distinguished Professorship in Bankruptcy Law was established in 1984 to honor Mr. Weintraub's accomplishments as adviser and advocate for financially ailing businesses. Mr. Weintraub is counsel to Levin & Weintraub & Crammes, a nationally prominent law firm which he co-founded in 1933, and is a member of the National Bankruptcy Conference. An annual lecture series is held in conjunction with the professorship. The Professorship is currently held by Professor Alan N. Resnick.

The Siggie B. Wilzig Distinguished Professorship and Center for Banking Law was established in 1985 by gifts from The Trust Company of New Jersey and the Wilshire Oil Company of Texas in honor of Siggie B. Wilzig, New Jersey banker and philanthropist. The Professorship and Center are designed to provide a curriculum in banking law and to promote research, symposia, and other professional and scholarly activities in the field of banking law. The Professorship is currently held by Professor Malachy T. Mahon, Founding Dean of the Hofstra University School of Law.

SUBJECT MATTER AREAS

The School of Law offers a wide and diverse range of courses. The courses listed below are arranged by general topical areas. Not every course listed below is offered during each academic year.

Advocacy / Litigation

- Courses:** Advanced Legal Research
Alternatives to Litigation
Appellate Advocacy
Civil Procedure
Conflict of Laws
Evidence
Family Law Practice Workshop
Federal Courts
Lawyer Malpractice
Legal Interviewing, Counseling, and Negotiation
Pretrial Litigation
Remedies
Selected Problems in New York Civil Practice
Trial Techniques
- Seminars:** Advanced Appellate Advocacy
Advanced Mediation Seminar
Advanced Trial Advocacy
Advanced Trial Techniques: Use of Expert Witnesses
Scientific Evidence
- Clinics:** Alternative Dispute Resolution Clinic
Criminal Justice Clinic
Environmental Law Clinic
Externship Program
Housing Rights Clinic

Commercial and Corporate Law

- Courses:** Accounting for Lawyers
Antitrust
Banking Law
Business Organizations
Commercial Paper
Commercial Transactions Survey
Consumer Transactions
Contracts
Corporate Finance
Debtor-Creditor
International Business Transactions
Product Regulation and Liability in the United States and the European Union*
Remedies
Secured Transactions
Securities Regulation
Unfair Trade Practices
- Seminars:** Business Drafting
Corporate Governance and Accountability
Debtor Rehabilitation
Key Issues in Corporate Representation
Mergers and Acquisitions
Nonprofit Corporations
Public Finance
Selected Problems in Securities Regulation

Constitutional Law

- Courses:** Constitutional Law
Constitutional Theory
- Seminars:** Current Problems in Constitutional Law
Death Penalty
Employment Law
Equal Protection
First Amendment: Speech, Association and the Religion Clauses
Law and Race
Legal Issues in Public Education
Mass Media and the First Amendment
Sex-Based Discrimination

Criminal Law

- Courses:** Courtroom Criminal Procedure
Criminal Law
Criminal Procedure
- Seminars:** Advanced Criminal Procedure
Death Penalty
Juvenile Justice
Problems in Criminal Legislation
Sentencing Reform
White-Collar Crime
- Clinic:** Criminal Justice Clinic

Environmental and Natural Resources

- Courses:** Evolving Transnational Environmental Law
Energy, the Environment and the Global Economy
Environmental Law
Environmental Law in Commercial and Real Estate Transactions
Health and Safety Regulation
Law of the Sea
- Seminars:** Land Use Regulation
Preservation Law
Scientific Evidence
- Clinic:** Environmental Law Clinic

Estate Planning

- Courses:** Federal Estate and Gift Tax
Wills, Trusts and Estates
- Seminars:** Aging and the Law
Estate Planning

Family Law

- Courses:** Advocacy for Children
Child Abuse and Family Violence Workshop
Family Law
Family Law Practice Workshop
- Seminars:** The Child, the Family and the State: Legal Issues Affecting Minors
Equitable Distribution
The Law's Response to Reproductive Technology

*Offered at Summer Law Program in Nice, France

Governmental Law and Legislative Process

- Courses: Administrative Law
Admiralty Law
Antitrust
Employment Law
Energy, the Environment and the Global Economy
Energy Law and Policy
Environmental Law
Health and Safety Regulation
Immigration and Nationality Law
Labor Law
Lawmaking Institutions
Legislative Process
Patent Law
Securities Regulation
State and Local Government
Trademarks
- Seminars: Housing and Community Development
Land Use Regulation
Law and the Welfare State
Legal Issues in Public Education
Problems in Criminal Legislation
Public Finance
- Clinics: Housing Rights Clinic

Health Law

- Courses: Health and Safety Regulations
Health Law
Products Liability
- Seminars: Aging and the Law
Bioethics and the Law
The Law's Response to Reproductive Technology
Managed Care and the Physician-Patient Relationship
Scientific Evidence

International Law

- Courses: Citizenship and Nationality Law
Comparative Constitutional Law*
Comparative Law
Divorce: Comparative and International Perspectives*
Evolving Transnational Environmental Law
Energy, the Environment, and the Global Economy
European Union Law
Foreign Affairs and the Constitution
Immigration Law
International Arbitration
International Business Transactions
International Civil Litigation in United States Courts
International Criminal Law
International Law
Law of International Trade
Law of the Sea
Product Regulation and Liability in the United States and the European Union*
- Seminars: International Institutions
International Human Rights Law
International Taxation
International Law Seminar

Labor Law

- Courses: Collective Bargaining
Dispute Settlement
Employment Law
Labor Arbitration
Labor Law
Public Sector Labor Law
Sports Law
- Seminars: ERISA and Pension Rights
Sex-Based Discrimination

Legal History and Social Science

- Seminars: Economic Analysis of the Law
Law and Society
Legal History

Philosophy and Ethics

- Seminars: Classics in Law and Rhetoric: A Close Reading Seminar
Feminist Legal Theory
Jurisprudence
Lawyers' Ethics
Moral Dimensions of the Law

Property Law

A. Real Property

- Courses: Commercial Leasing
Land Use Regulation
Property
Real Estate Transactions
- Seminars: Cooperatives, Condominiums and Homeowner Associations
Housing and Community Development
Preservation Law
Real Estate Finance
- Clinic: Housing Rights Clinic

B. Intellectual Property

- Courses: Copyright
Patent Law
Sports Law
Trademarks
Unfair Trade Practices
- Seminars: Advanced Patent Law
Entertainment Law

Taxation

- Courses: Estate Planning
Federal Estate and Gift Tax
Federal Income Taxation of Corporations
Federal Income Taxation of Individuals
Taxation of Partnerships
- Seminars: Advanced Corporate Tax
ERISA and Pension Rights
Ethical Problems in Federal Tax Practice
Federal Tax Policy
Federal Tax Procedure
International Taxation

Torts

- Courses: Conflict of Laws
Economic Analysis of the Law
Environmental Law
Insurance Law
Lawyer Malpractice
Products Liability
Remedies
Torts
Unfair Trade Practices
- Seminar: Scientific Evidence

*Offered at Summer Law Program in Nice, France

GOALS IN THE FIRST YEAR OF LAW SCHOOL

Many entering law school students assume that their primary objective in law school is to learn “the rules,” or legal doctrine. Undoubtedly, a major part of a law student’s time is spent mastering substantive rules of law. This, however, is only the most elementary aspect of legal education. It is roughly analogous to the relationship between learning the alphabet and reading the poetry of Pound, Eliot or Yeats.

The primary purpose of the first year is to begin the student’s mastery of lawyering skills. These include legal analysis – what is sometimes called “thinking like a lawyer.” It involves close reading and understanding complex material, the application of logic, and an awareness of the way in which fundamental values can come into conflict, requiring policy judgments that necessarily go beyond strictly logical analysis. In addition, lawyering skills include the ability to communicate effectively and persuasively, arguing on the basis of authority (including cases and legislation), analogy, and policy derived from social theory, from the expressed or presumed rationale

of a rule and from other sources of law. Other skills include interviewing, counseling, negotiating and drafting.

Further, early in the first year of law school, the student should begin to understand the importance of the procedural framework in which substantive rules operate. This basic framework includes the stages of litigation and an appreciation of problems of burden of proof, relevancy and a variety of other evidentiary concerns.

The student should also become aware of the depth and complexity of issues of legal ethics or professional responsibility. These issues derive from the profession’s obligations to society and the attorney’s responsibilities to his or her client, to the court and to other lawyers.

Finally, the student should obtain an introduction to jurisprudence. This should include an appreciation of legal positivism, legal realism, natural law, and also a sense of justice and the legal system as a method – often an imperfect one – for achieving justice.

DESCRIPTION OF THE FIRST-YEAR COURSES

1700/1701 CIVIL PROCEDURE (FALL, 3, SPRING, 2)

This course provides an introduction to the nature and functioning of judicial systems, including a survey of the major phases of civil litigation under the Federal Rules of Civil Procedure. Major emphasis is given to the reach of judicial authority, pleadings and amendments, pretrial discovery, the right to a jury trial, appellate procedure, and judgments and former adjudication. Major themes of the course are the relationship of procedure to substantive law and to the purposes and characteristics of procedural rules in the light of proposed reforms.

1705/1706 CONTRACTS I AND II (FALL, SPRING, 3 EACH)

The concept of contract, which is concerned with relations based upon consent, is central in law as well as in political philosophy and theology. The course in contracts provides an opportunity to explore conflicts between fundamental social values, such as stability versus reform and freedom of contract versus

regulation of fairness in dealing. The study of contracts also provides an introduction to a variety of lawyering skills, including analysis, drafting, counseling, legislative construction and adversary method. The course covers legal remedies of contracting parties, creation and termination of contractual rights, consideration, conditions, assignments, third-party beneficiaries, consumer credit transactions, sales of goods under the Uniform Commercial Code, the relationship of contract and tort, and professional ethics.

1710 CRIMINAL LAW (FALL, 3)

This course is designed to enable the student to deal with substantive criminal law problems in both practical and policy terms. There is inquiry into the proper scope and objectives of the criminal law and exploration of the practicality of using the criminal law to achieve posited objectives. The elements of a crime are examined expositionally and critically, as are problems of criminal responsibility. The course also provides an opportunity for critical examination of statutes at an early stage in the law student’s career.

1715 LAWMAKING INSTITUTIONS IN CONTEXT: COURTS, LEGISLATURES, AND ADMINISTRATIVE AGENCIES IN THE AMERICAN LEGAL SYSTEM (SPRING, 3)

The goal of the course is to provide students with a context for understanding, analyzing, and evaluating American lawmaking institutions by examining those institutions and their processes from a historical, political and theoretical standpoint and, particularly, to compare and contrast their respective roles in the American legal system.

1720 LEGAL WRITING AND RESEARCH (SPRING, 2)

This course introduces legal writing and research. The course is taught by full-time legal writing instructors who conduct classes and periodically meet individually with students to provide thorough critiques of student writing. The instructor and student then agree on goals for improvement and in the next conference examine the student's subsequent writing to see whether those goals have been met. Instruction on research skills begins in the fall semester and is integrated into instruction on writing.

1730/1731 PROPERTY I AND II (FALL, 3, SPRING, 2)

Property law is studied as a social and legal institution to facilitate the acquisition, disposition, and use of personal and real property. More specifically, the course surveys problems related to personal property, the system of estates and future interests, the landlord-tenant relationship, the modern real estate transaction and private arrangements affecting the use of land.

1735/1736 TORTS I AND II (FALL, 3, SPRING, 2)

The law of torts concerns the principles governing redress of injuries resulting from intentional and unintentional wrongs against persons or their property. Particular attention is given to the relative functions of judge and jury in determining liability and damages and to the interplay between standards of liability and problems of proofs. The course also concerns an examination of affirmative defenses based upon the conduct of the plaintiff, with particular regard to situations in which the plaintiff might have consented to the alleged wrong. In the second semester the study of the law of torts examines modern trends in the allocation of liability. Emphasis is given to consideration of judicial administration, insurability and possible alternative systems of compensation.

All first-year students must take the required program:

FALL SEMESTER*	CREDITS
Civil Procedure I	3
Contracts I	3
Criminal Law	3
Property	3
Torts I	3
	15 hours

SPRING SEMESTER	CREDITS
Civil Procedure II	2
Contracts II	3
Lawmaking Institutions	3
Legal Writing and Research*	2
Property II	2
Torts II	2
	14 hours

*The course in Legal Writing and Research begins in the fall semester, but credits are awarded at the end of the spring semester.

THE COURSE OF STUDY

The School of Law admits students only in the fall semester. The course of study is offered on a full-time basis over three academic years of two semesters each, with classes scheduled five days a week, primarily between the hours of 9 a.m. and 6 p.m.

Courses, programs and requirements may be modified or suspended at the discretion of the School of Law.

Requirements for the J.D. Degree

To be eligible for the J.D. degree, students must:

1. Complete at least 87 credits.
2. Satisfy residency requirements by attending the School of Law for six full semesters with a minimum registration of 12 credits in each semester.
3. Pass all first-year courses.
4. Pass Appellate Advocacy, Constitutional Law I, and Constitutional Law II – required second-year courses.
5. Pass Lawyers' Ethics in either the second or third year.
6. Successfully complete the two upper-class writing requirements.
7. Achieve a cumulative average of at least 2.0 (C average).
The first-year program is required, and students must pass all courses to be eligible for graduation.

The curriculum for the second and third years at the School of Law is entirely elective, with the following exceptions: In the second year students must take Appellate Advocacy, Constitutional Law I, and Constitutional Law II. In the second or third year students must take Lawyers' Ethics.

Upper-Class Writing Requirements

Students also must satisfy two upper-class writing requirements. The first upper-class writing requirement (Writing Requirement I) is satisfied by writing a substantial scholarly research paper in a seminar taught by a full-time faculty member or, alternatively, by registering for and submitting a substantial research paper for an independent study. The minimum acceptable grade for Writing Requirement I for both of these alternatives is C+. The grade of C+ must be for the paper itself, not a course grade that has been increased to reflect class participation. Writing Requirement I may also be satisfied by writing a publishable note for the *Hofstra Law Review*, the

Hofstra Labor and Employment Law Journal, or by writing for the *Hofstra Law & Policy Symposium* or *Family and Conciliation Courts Review*, provided that the award of writing credit has been approved by the appropriate Board of Faculty Advisers. Courses that may be taken to satisfy Writing Requirement I are listed in each semester's registration materials.

Writing Requirement II may be satisfied through writing a substantial research paper in a seminar or independent study or by writing a paper or series of papers in a drafting, simulation, clinical or other course. Courses that may be taken to satisfy Writing Requirement II will be listed in each semester's registration materials. The cumulative writing necessary to meet Writing Requirement II must be at least 20 pages, and the writing must involve legal analysis, legal reasoning and/or philosophical reflection. The minimum acceptable grade for Writing Requirement II is C+. The grade of C+ must be for the paper itself, not a course grade that has been increased to reflect class participation. Intensive faculty supervision is required to satisfy either writing requirement. A detailed sentence outline or draft must be submitted and commented upon by the faculty member.

Other Academic Requirements

Students must register for at least 12 credit hours in each semester of the second and third years, but may not take more than 17 credit hours in any semester unless written permission to do so is obtained from the Dean's Office. To meet the 87-hour requirement for graduation, the total hours taken in the second and third years must be at least 58. There will be no academic credit granted at the Law School for any studies done elsewhere in the University unless the studies are part of a program approved by the Law School or the student has obtained prior permission from the Dean's Office. There will be no academic credit granted for studies at other law schools except in the case of a transfer student or a student who has obtained prior permission from the Dean's Office. Permission to visit at another school will be granted only under extraordinary circumstances. In any event, grades earned in courses taken at other law schools or at other schools of Hofstra University will not be counted in the computation of a student's grade-point average. The Dean will not grant permission for studies completed at an off-campus summer program sponsored by another law school unless the program is accredited by the American Bar Association.

Admission to the Bar

Because many states require their residents to register prior to the start of the study of law in order to sit for the bar examination, applicants who reside outside of New York State or who intend to practice in another state should communicate with the Clerk, State Board of Law Examiners, of the state in which they currently reside or intend to practice, concerning that state's requirements for admission.

New York State has no such registration requirement. The requirements for admission in New York State are contained in the *Rules of the New York State Court of Appeals*, copies of which are on file in the Dean's Office and the Law Library. The New York State Board of Law Examiners provides accommodations such as accessible sites, extended time and separate rooms to students with disabilities.

Leaves of Absence

A student who requires a leave of absence must apply in writing to the Dean for permission. Leaves of absence will be granted only upon a showing of compelling circumstances. Tuition will not be refunded if a leave of absence is granted. Upon recommendation of the Dean, the University will escrow tuition (except for the first \$250 deposit and \$600 second deposit submitted by incoming first-year students) as follows: leave of absence granted prior to the beginning of classes, 100 percent; during the first week of the semester, 75 percent; during the second week, 50 percent; and during the third week, 25 percent. No tuition will be escrowed on any leave of absence granted after the third week of the semester. The deadline to apply for a leave of absence for any semester is the same as the last day to withdraw from classes during that semester. Consult the Registrar's Office for the withdrawal deadline for the semester.

Registration

All students must register at the School of Law during the official registration period preceding each semester. They will be required to provide such information as the School of Law may from time to time require. No one may attend lectures who is not duly registered as a regular or special student. A student who is registered for a course is permitted to drop the course or to alter or modify his program during the drop/add period. Courses and hours are subject to change. No student will be registered and no degree will be conferred in any but his or her proper name.

Attendance Requirement

The Law School and the New York State Court of

Appeals require students to be in good and regular attendance during the academic year for the courses in which they are registered. Attendance may be taken in particular classes; excessive absenteeism may result in a failing grade. Absenteeism for placement interviewing is not an excused absence within the meaning of the attendance requirement.

Residence Requirements

To meet the requirements for graduation, students must have six full semesters in residence with a minimum of 12 credits in each. (See the section entitled Summer School Program, which contains rules concerning early graduation.)

Outside Employment

The study of law is demanding and requires the full time of the student. Accordingly, outside employment during the academic year is strongly discouraged, except where it involves participation in Law School-sponsored programs integrally related to the curriculum. Such employment shall not exceed a commitment of more than 20 hours a week under any circumstances.

Summer School Program

The Law School expects to offer one session during the summer of 1999. The summer school session will last for seven weeks of class plus exams. Classes meet for the same number of 50-minute class periods as they do during a regular semester: a total of 28 periods for a two-credit course, a total of 42 periods for a three-credit course and a total of 56 periods for a four-credit course. Students may accelerate graduation by one semester by attending summer sessions for two summers. Such students will be able to complete the credits required for graduation in two and one-half calendar years. It is not possible to accelerate graduation by more than one semester.

If fewer than six credits are taken per summer session, that session cannot be considered with respect to satisfying the attendance requirements for early graduation. However, students who take any courses during the summer would be able to take fewer credits during regular semesters, but no less than 12 per semester.

Privacy Rights

Hofstra University School of Law has adopted regulations to protect the privacy rights of its students in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974. Copies of these regulations are available upon request from the

Office of the Registrar, Room 114 Law School.

Directory information may be released by the School of Law unless a student requests in writing that this information be kept confidential. Directory information includes a student's name, home and local addresses and telephone numbers, date and place of birth, participation in officially recognized activities, dates of attendance, degree and awards received, the most recent previous educational institution attended by the student and other similar information. Students who wish to have such information kept confidential must file a written request with the Registrar within ten days of the start of each semester.

Inquiries regarding compliance with the Family Educational Rights and Privacy Act may be directed to the Dean.

Student Concerns

Students are invited to address concerns or complaints in the first instance to the Senior Assistant Dean for Student Affairs, who will respond orally or in writing or will refer the student to the Vice Dean or Dean, as appropriate.

Withdrawal from the School of Law

If a student finds it necessary to withdraw from law school for reasons that were not foreseeable when tuition was paid, the student must apply in writing to the Dean of the School of Law for permission to withdraw. Upon recommendation from the Dean, the University will remit tuition (except for the \$250 first deposit and \$600 second deposit submitted by incoming first-year students) as follows: application received prior to the beginning of classes, 100 percent; during the first week of the semester, 75 percent; during the second week, 50 percent; and during the third week, 25 percent. No refunds will be granted on any application that is received after the third week of the semester. Any tuition paid from Title IV loans will be refunded in compliance with the Department of Education federal regulations. A copy of the regulations is on file in the Office of Financial Aid, Room 203.

A student withdrawing during any semester without approval of the Dean is not entitled to remission of tuition and will automatically receive a failing grade in all courses.

Rules for Election of Nonclassroom Courses

The New York Court of Appeals Rules for Admission of Attorneys permit Hofstra students to select up to 27 semester hours of nonclassroom courses during their course of study. In calculating this 27-hour limitation, only the nonclassroom

portion of clinical and like courses must be counted. The nonclassroom hours attributable to clinical and similar courses are set forth in the chart below.

The Court of Appeals rule also requires the student to elect at least ten classroom credit hours each semester, except during a semester in which a student elects the Alternative Dispute Resolution Clinic, the Environmental Law Clinic, the Community Legal Assistance Program (Criminal Justice Program or Housing Rights Clinic), or the externship program. The rules of the School of Law require a student to elect a minimum of 12 credit hours (total classroom and nonclassroom credit hours) each semester with a minimum of 58 credit hours in the second and third years.

The current courses in the curriculum that are classified as nonclassroom courses are contained in the following table. Each course title is followed by a footnote(s) specifying academic regulations that apply to students who enroll in that course.

NONCLASSROOM COURSES

	Credits	NonClassroom Hours
Alternative Dispute Resolution Clinic ²	3	1
Environmental Law Clinic ¹	6	6
Externship Program ²	3	2
Family and Conciliation Courts Review ⁴	2-3	1
Hofstra Labor and Employment Law Journal ^{3,4}	2-5	2-5
Hofstra Law & Policy Symposium ^{3,4}	3	2
Hofstra Law Review ^{3,4}	2-5	2-5
Independent Study ⁵	2-6	2-6
National Moot Court Team ⁶	2	2
Community Legal Assistance Program		
Criminal Justice Program		
(one semester program) ¹	6	4
Housing Rights Clinic ¹		
(one semester program)	6	4

Applicable Rules

1. During any semester in which this course is elected, the student must take classroom course(s) equaling a minimum of four credit hours, and the combined credits of the classroom and nonclassroom course(s) must equal at least 12 credit hours.
2. During any semester in which this course is elected, the student must take classroom courses equaling a minimum of seven credit hours, and the combined credits of the classroom and nonclassroom course(s) must equal at least 12 credit hours.
3. During any semester in which this course is awarded, the student must also elect at least ten classroom credit hours.
4. Information is available from the Registrar's Office concerning credits and conditions for taking these courses.
5. The maximum number of Independent Study credit hours which a student may elect is six. No more than four credit hours may be elected in one semester, and no separate election can be made for fewer than two credit hours. During any semester in which an Independent Study is elected, the student must also elect at least ten classroom credit hours. Independent Study programs may be elected by a student as an individual project or a joint project with other students. The decision to accept a proposed Independent Study program is at the discretion of the regular faculty member who supervises the program. No registration for Independent Study will be final until a regular faculty member has agreed to the appropriate credit hours and signified in writing a willingness to supervise it. Such writing must be filed before the time to add or drop a course expires.

SECOND- AND THIRD-YEAR LAW COURSE DESCRIPTIONS

2750 ACCOUNTING FOR LAWYERS (2)

This course provides a survey of common business problems encountered by the financial lawyer, including analysis of the component parts of financial statements and of the legal problems created by the public's unknowing reliance on them as an accurate report of the success or failure of business operations. (A student who has completed more than six hours of accounting will not be permitted to elect this course.)

3700 ADMINISTRATIVE LAW (3)

This course provides a study of the processes of decision-making by administrative agencies and their control by legislators and courts. It centers on the tension between the need for delegation of power to agencies sufficient to ensure effective government and the need to limit that power and protect the citizen from government oppression and fairness. The course focuses particularly on administrative procedure and deals with the concept of administrative discretion and the constitutional, statutory and common-law doctrines that control discretion in administrative decision-making. Also considered are contemporary issues that bear upon the fairness of governmental action, e.g., right to notice and hearing, confrontation of witnesses, ex parte communications, institutional decisions, combination of functions.

2753 ADMIRALTY LAW (2)

This course provides an introduction to the general maritime law and practice and procedures in admiralty. It examines such issues as admiralty jurisdiction and federalism; Procedure for Admiralty Claims; maritime liens; the carriage of goods by sea, including Hague-Visby Rules and the Carriage of Goods by Sea Act; charterparties and arbitration; the laws relating to salvage; general average; collision; personal injury and death; limitation of liability; international treaties and conventions; and pollution of the seas.

2754 ADVANCED APPELLATE ADVOCACY (2)

In this course students are taught advanced appellate litigation skills by preparing a brief for an actual appellate case from an original record.

Students work in simulated law firms and are required to organize the record on appeal as well as outline the transcripts and proceedings of the trial

court. The students identify, research and evaluate issues and develop a theory for the appeal as well as determine the concomitant brief strategy. The students also prepare appellate briefs which include both the factual and legal issues. Students also argue the case in moot court exercises.

Applicable rules of appellate procedure and practice are discussed and observed. Individual conferences are held to critique drafts of briefs.

Students also engage in various classroom exercises to aid in preparing their own case. Observations of appellate courts in practice will be arranged.

2762 ADVANCED CORPORATE TAX (2)

This course studies advanced problems in corporate taxation. Particular topics include liquidations, collapsible corporations, corporate reorganizations and divisions. Prerequisite: Federal Income Taxation of Corporations.

2767 ADVANCED CRIMINAL PROCEDURE (2)

This seminar will examine selected criminal procedure topics in-depth, organized along the procedural stages of a typical criminal prosecution. Such issues may include the following: bail and pretrial release, prosecutorial charging discretion, the effective assistance of counsel, discovery battles, plea bargaining, grand jury practice, petit jury selection and trial tactics, double jeopardy, trial by the media, sentencing issues, appeals and collateral attacks on convictions.

3708 ADVANCED LEGAL RESEARCH (3)

This course will focus on practical techniques and strategies of legal research and will provide an in-depth view of American legal information with some emphasis upon current computer-assisted legal research. The goals of this course are: (1) to teach students to evaluate legal information sources effectively and to formulate a rational research methodology which maximizes efficiency; (2) to expand students' skills in using the primary American legal sources (cases, statutes, reports and administrative regulations) in print and electronic formats; (3) to introduce students to specialized American legal sources in subject areas such as labor, securities and taxation; (4) to develop skills in compiling legislative histories; and (5) to familiarize students with the legal and nonlegal information

resources and electronic databases that are becoming increasingly important to the legal community.

The major individual project will be to write a basic research guide on a specific legal subject. A research guide is a critical guide to the bibliographic and nonbibliographic resources of a particular subject. It describes and evaluates available resources and places them in an appropriate research strategy. The guide should also analyze the overall quality of available resources and identify the unmet resource needs of researchers in the subject area. There will be additional short, written assignments during the term involving using materials in the library and online. Students will complete advanced training sessions in LEXIS, WESTLAW and the Internet and will be expected to do searching in these databases in conjunction with course assignments and their research guide.

2769 ADVANCED MEDIATION SEMINAR (2)

Students in this course read studies by prominent mediation researchers and theorists, view tapes, read transcripts of actual mediation sessions and observe simulated mediation. Class lectures and discussions use these materials as a basis for close examination of questions about the use of mediation in general, the specific practices that mediators employ in current practice, the possibilities of alternative approaches to mediation theory and practice, and the philosophical premises that underlie both theory and practice. This intense examination of the theory, practice and premises of mediation is used to raise larger questions about the nature of conflict and dispute resolution and the relation of dispute resolution processes and institutions to broader societal value frameworks and world views.

2768 ADVANCED PATENT LAW SEMINAR (2)

This course is specifically directed at students who intend to practice in the field of Patent Law. It is recommended only for students who have completed the Patent Law Course and who have an undergraduate education in science or engineering, which will qualify them for the field. The course is practice-oriented and addresses both Patent Office and federal court practice.

2712 ADVANCED TRIAL ADVOCACY (2)

This course provides a practical and intensive experience in conducting a trial. Using fact patterns,

documentary evidence and deposition testimony, students conduct all phases of a trial. Weekly exercises are devoted to a specific skill utilized in examining diverse witnesses (including professional, lay, hostile, expert, sympathetic or child witnesses) or to *voir dire* and opening or closing statements. Students are expected to conduct an in-depth analysis of the specific skill and to perform demonstrations during each class. Students are further required to justify how they have designed and conducted each examination with respect to its given purpose (advancing the student's legal theory, eliciting facts supporting that theory, while creating an "overall effect" that will enhance his/her case). The course is specifically designed to provide opportunities for students to improve their ability to control witnesses and to enhance their ability to create a "persona" in the courtroom that will assist them in winning their case.

Students submit memoranda on legal theories, requests to charge or motions *in limine*, in anticipation of evidentiary rulings.

Students are graded on the basis of their overall performance in the course. The course is structured to simulate the intensity necessary to prepare and try a case to a jury. It is a very demanding experience.

Enrollment is limited to 16 students. If more students sign up than can be accommodated in the course, selections are made by the instructor on the basis of interest, experience, career plans and law school record. At the time of registration, please submit a letter indicating why you wish to take the course, along with your resume. Prerequisite: Trial Techniques.

2776 ADVANCED TRIAL TECHNIQUES: USE OF EXPERT WITNESSES (2)

This course builds upon the National Institute for Trial Advocacy model of trial practice skills training. Students function in law firms which are involved in a case in which an expert witness plays a key role. The course deals with problems associated with the use of the lawyer's own expert to examine a case file to understand whether there is a case and what its strengths and weaknesses are, principles and constraints on the discovery of the adversary's experts, the use of the lawyer's own expert to prepare to take the deposition of the other side's expert, taking the deposition of an adversary expert, preparing one's own expert to be deposed, the deposition of one's own expert, and the preparation for and conduct of trial examination of one's own expert and the adversary expert.

The course has limited enrollment. Prerequisite: Trial Techniques. Pretrial Litigation is also desirable, although not required.

2778 ADVOCACY FOR CHILDREN (2)

Offered in cooperation with the Division of Child and Adolescent Psychiatry of North Shore University Hospital, this Workshop focuses on practice issues especially important in cases involving children, (child witnesses, the role of the child's lawyer, unique problems in expert testimony, and special evidentiary issues, etc.). The Workshop is team-taught by an interdisciplinary team of lawyers, judges and mental health professionals. It aims to build on already learned trial practice skills in a learning by doing environment. A further goal is to prepare students for the special problems of representing children.

The Workshop will center around a simulated complex child custody dispute. Students will represent the husband, wife or child in the dispute, which will be the subject of a contested hearing. The Workshop will also explore alternative methods of dispute resolution for custody disputes, including mediation and arbitration. There will be a number of classroom exercises and demonstrations based on the simulated case file. The Workshop will conclude in a simulated hearing.

Students will work with professional staff and students in the mental health professions affiliated with the Division of Child and Adolescent Psychiatry of North Shore University Hospital who will serve as expert witnesses and consultants. Some of the sessions will be held at North Shore University Hospital, and students should be prepared to travel there for them.

Readings will be specially selected for the Workshop. Grading will be based on the student's total performance on all written and oral work during the semester.

Enrollment is limited. Professor's permission is required. Prerequisites: Family Law. Recommended: Child, Family and State, Alternatives to Litigation, Family Law Practice Workshop, Pretrial Litigation, Evidence and Trial Techniques.

2777 AGING AND THE LAW SEMINAR (2)

This seminar examines the legal problems of the elderly, the fastest growing segment of American society, and the long range policy issues arising out of the "graying" of America. Focus is placed on problems of income maintenance through government benefits and private pensions; the health care system; long-term care in nursing homes and

other settings; and control over decision making for the elderly through guardianship, protective services and durable powers of attorney. An interdisciplinary perspective on these issues is emphasized.

3716 ALTERNATIVE DISPUTE RESOLUTION CLINIC (3)

(3 credits in one semester)

Prerequisite: Alternatives to Litigation. (See description under Clinical Education: see also the Rules for Election of Nonclassroom Courses.)

3720 ALTERNATIVES TO LITIGATION (3)

This course examines how various dispute-handling processes can and do operate as alternatives to litigation and judicial dispute resolution. It focuses on the wider "dispute-handling system," of which courts are only one part. The course is both theoretical and practical in approach and involves having students observe diverse dispute-handling processes in actual operation. It is a paper course that fulfills the writing requirement.

The course traces the history of, and the recent rise of interest in, alternative dispute-handling processes; it also outlines a conceptual framework to understand the distinctions among different processes. Examination then focuses on specific processes, starting with adjudication itself, and including arbitration, mediation, negotiation, and hybrids and variants. In each case, readings and class analysis focus on various questions about the character, operation, practical uses and policy goals of the process in question.

In connection with classroom study, students are assigned to make several (prearranged) field visits to various public and private agencies, and observe actual cases being handled through different processes, (such as commercial or consumer arbitration, and family or neighborhood mediation). Class discussion and analysis of these observations follows.

This course is part of the first combined effort to establish an alternative dispute resolution curriculum by a major law school and the nation's leading private dispute settlement organization, the American Arbitration Association.

3732 ANTITRUST (3)

This course provides an examination of the law and policy embodied in the Sherman Act, the Clayton Act and the Federal Trade Commission Act, which are the major federal statutes concerned with the control of private economic power.

2783 APPELLATE ADVOCACY (2)

This required course, part of a sequence designed to develop competence in legal writing and research, teaches the skills of legal drafting, persuasive writing, oral advocacy and appellate practice, including recognition of preserved error, theory development, use of a record, use of the rules of an appellate court, writing within a procedural posture and a standard of review, and writing persuasive fact statements, point headings, questions presented and argumentation in-depth.

2790 BANKING LAW (2)

This course examines the basic structure of bank regulation under federal law and the differences among banking institutions, with particular attention to the powers of and limitations upon national banks and bank holding companies. When the course is taught as a seminar, a paper is required on a topic selected by the student and approved by the instructor.

3734 BIOETHICS AND THE LAW (3)

This seminar explores contemporary problems involving law, medicine and ethics. The rights of patients, the responsibilities of physicians and the interests of society are examined in the contexts of medical treatment, AIDS, death and dying, abortion, the new reproductive technologies, genetics and organ transplants.

2792 BUSINESS DRAFTING SEMINAR (2)

This intensive course provides instruction on corporate practice problems typically encountered in a law firm setting. The course examines a wide range of corporate instruments (including corporate charters and bylaws) and also closely analyzes statutory provisions dealing with corporate governance and practice. Students are given weekly writing assignments, crafting documents after analysis of the relevant substantive areas.

The course ranges over diverse areas, such as effectuating desired close corporation control provisions, permitted exculpatory provisions for directors, analysis of the fiduciary duties of directors, preferred stock clauses, corporate resolutions and minutes, prospectus writing, shareholder relationships and agreements, employment agreements, and real estate documents, including contracts of sales and leases. Enrollment is limited.

4701 BUSINESS ORGANIZATIONS (4)

This course provides an examination of the nature, formation, promotion and financing of

corporations and partnerships. It also considers the roles of management and shareholders and explores issues of corporate responsibility and the public interest.

3736 THE CHILD, THE FAMILY, AND THE STATE: LEGAL ISSUES AFFECTING MINORS (2 or 3)

This course is about children and the law. It examines selectively a number of critical legal issues relating to children, emphasizing the allocation of decisional power among the child, the family and the state. Among the topics that may be considered are the child's economic relationship within the family, parental discipline and child abuse, medical treatment of children, child custody, legal representation of children and foster care.

2797 CHILD ABUSE AND FAMILY VIOLENCE WORKSHOP (2)

Offered in cooperation with the Division of Child and Adolescent Psychiatry of North Shore University Hospital, this Workshop will focus on the legal and social systems for coping with child abuse and family violence. The Workshop is team-taught by lawyers and senior mental health professionals with expertise in family violence and the interaction between mental health and the law. It is designed to bring together law students and students in the health and mental health fields who are interested in legal issues relating to child abuse and family violence. Law students will participate in the Workshop with child psychiatry fellows and psychology doctoral interns.

The Workshop will familiarize students with the governing statutes and case doctrines relating to child abuse and family violence, risk assessment, mental health research, child testimony, substance abuse and domestic violence in child protection (abuse and neglect) cases and in cases involving termination of parental rights.

The Workshop is primarily, however, skills development oriented and will focus on the actual operation of the New York State legal-medical system for dealing with child abuse and family violence. It will use a variety of teaching methods such as lecture, discussion, attendance at case review conferences, student presentations and in and out of court simulations, to help the students become familiar with the information and legal skills relating to child abuse and family violence. Students will participate in case simulations involving family violence. Students may also attend the case conferences of the Family Crisis program of the Division of Child and Adolescent Psychiatry at North Shore University Hospital where

clinical case material is reviewed, treatment plans are developed and clinical care is monitored.

Readings will be specially selected for the Workshop. A short paper may be required in addition to the participation in class and participation in the simulated hearing at the end of the semester. Grading will be based on the student's total performance on all written and oral work during the semester.

Students should be aware that the subject matter of the Workshop requires special maturity and judgment. Students in the Workshop will also be subject to confidentiality obligations for the real-life cases they encounter. Instructor's permission needed for enrollment. Writing Requirement II credit available. Pre- or corequisite: Family Law. Recommended: Child, Family and State, Family Law Practice Workshop, Child Advocacy Workshop, Juvenile Justice Seminar, Trial Techniques.

2800 CITIZENSHIP AND NATIONALITY LAW (2)

This course examines how political communities accept, reject and expel individual members as citizens, and how citizenship law defines and reflects national identity. The course considers how American citizenship is acquired at birth and what requirements are imposed on naturalizing aliens. It also considers in what circumstances the government can deprive an individual of citizenship; the special problems of dual nationality; historical racial and gender aspects of citizenship; and the constitutional status of aliens and the extent to which they can be legally disadvantaged, for instance, with respect to welfare and other public benefits eligibility. The course also considers the meaning of state citizenship, and uses comparative and international perspectives to inform the study of U.S. citizenship law. An examination is required.

3738 CLASSICS IN LAW AND RHETORIC: A CLOSE READING SEMINAR (3)

A classic is a text that has come through history, passed forward with recommendation by one generation to the next. As a consequence, there is likely to be an important core of meaning associated with the text; but that core may be more difficult to get at due both to the loss of original context and to the diversity of perspectives provided by successive waves of readers. A different text or texts in law, legal or political philosophy or rhetoric, is announced for each semester and subjected to a close and intensive joint reading by teacher and students. Collateral reading (commentary and historical

background, including other texts of the time) is encouraged, but not required. The student should relate the text to the practices of law. The student chooses a topic in consultation with the teacher for a research essay.

3740 COLLECTIVE BARGAINING (3)

This course examines major legal principles underlying collective bargaining and contract administration. The class considers, in a representative collective bargaining context, legal procedures and practical methods to achieve labor and management objectives and to resolve labor-management disputes in private employment. Prerequisite: Labor Law.

2802 COMMERCIAL LEASING (2 OR 3)

The course will concentrate on the basic issues underlying commercial lease negotiations in the 1990's. Leases will be dissected clause by clause. The competing interests of landlords and tenants will be explored. Also to be explored will be the economic forces, industry traditions and court decisions that underlie the needs of landlords and tenants. Negotiating and drafting leases will be emphasized. The principal questions to be answered will be 1) what clauses ought to be in a lease and 2) how to draft the clauses clearly and understandably. Types of leases will be distinguished from each other to demonstrate how clauses that fit well in one kind of lease are senseless in another.

3744 COMMERCIAL PAPER (3)

This course provides an opportunity to study a broad range of advanced problems relating to systems of payment: negotiable instruments, check collection, Federal Reserve regulations, clearinghouse agreements, automation systems, electronic funds transfers, documents of title, letters of credit and related matters. Particular attention is given to Articles III and IV of the Uniform Commercial Code.

4711 COMMERCIAL TRANSACTIONS SURVEY (4)

This course provides a survey of commercial law. It consolidates into one course topics considered separately in the courses Secured Transactions and Commercial Paper. Articles III, IV and IX of the Uniform Commercial Code, related federal statutes and regulations, and related provisions of the Bankruptcy Code are examined in depth. (The course is not open to students who take Secured Transactions or Commercial Paper.)

3752 COMPARATIVE LAW (3)

This course explores the legal systems of Civil Law countries and the different practices and procedures of the English legal system. At the same time, it affords an opportunity to re-examine fundamental assumptions of the American legal process from a comparativist viewpoint. A substantial component of the course will consist of contrasting the historical development of both the common law and civil law systems, as a prelude to an analysis of contemporary institutions and issues.

2809 COMPARATIVE CONSTITUTIONAL LAW (2)

This course undertakes a comparative examination of constitutional problems under differing legal systems. The legal regimes studied are selected from among the following: the United States, France, Great Britain, Germany and the Scandinavian countries. Among the issues examined is the force and effect of various international treaties that address human rights issues. The problems examined involve such issues as hate speech, religious expression, privacy protection, entitlement to government benefits and separation of powers problems. The course proceeds by examining how varying legal systems would treat the same set of facts, and attempts to address the origins and consequences of the differences.

3755 CONFLICT OF LAWS (2 or 3)

This course involves analysis of the complex legal problems arising when an occurrence cuts across state or national boundaries, including jurisdiction of courts, effects of out-of-state judgments and rules of decision applicable in multistate transactions.

3760 CONSTITUTIONAL LAW I (3)

The object of this course is to present the constitutional problems raised by the relationship of each of the branches of the federal government to each other and those presented by the relationship between the federal government and the states. Emphasis is on the role of the courts as a part of and as a definer and arbiter of those relationships. Specifically, the course covers Article I, II and III of the Constitution and the related problems of the federal courts in operation, the powers of Congress and the President and the controls of each over the other, and state powers as they are affected by the existence or exercise of federal powers. The thrust of each inquiry is related to contemporary problems and issues. This is a required course during the fall semester of the second year.

3761 CONSTITUTIONAL LAW II (3)

The object of the course is to present a thorough analysis of the Bill of Rights and the Fourteenth Amendment (exclusive of criminal due process questions). Special emphasis is given to the constitutional developments in due process and equal protection with particular reference to the rights of the individual against state and federal authority. The extent of First Amendment protection is also examined. This is a required course during the spring semester of the second year.

2799 CONSTITUTIONAL THEORY (2 or 3)

Much recent debate has centered around the proper way to interpret and apply our constitution. This course examines the theoretical concepts that guide constitutional decision-making. Students analyze various theories of interpretation, such as "neutral principles," "original intent," "representation reinforcement," "fundamental rights," and "civic republicanism," which have been developed in an attempt to explain how the text should be understood. The various theories and their limitations are then examined in the context of specific areas of constitutional decision-making, including separation of powers, federalism, judicial review and equality, with attention to the implications that these theories have for the resolution of specific current problems. Prerequisite: Constitutional Law I and II.

3773 CONSUMER TRANSACTIONS (3)

This course explores substantive law and policy considerations related to consumer protection and consumer behavior in the marketplace. The primary approach is transactional and is grounded in those purchase and use arrangements that are available to retail consumers of goods and services. The Federal Trade Commission Act, the Truth in Lending Act, the Magnuson-Moss Warranty Act, and laws affecting billing, credit reporting and debt collection are discussed, as well as common law approaches to fraud and deception. The course also considers aspects of tort law and food and drug regulations as they relate to product liability and product safety.

2808 COOPERATIVES, CONDOMINIUMS, AND HOMEOWNER ASSOCIATIONS (2)

This course examines the tremendous increase and sweeping changes taking place in modern types of housing involving community types of living. The course delves into the organization, sale and operation of each type of development stressing

New York Law as a model from which both federal and other states have borrowed extensively. It includes the legal benefits and disadvantages of each development from the prospective of an owner and developer. Students work with a course book which includes cases, applicable statutes, governmental regulations and documents of existing developments. The course emphasizes problem solving involving actual situations using basic understanding of applicable statutes and cases. An examination is the basis of the grade.

3778 COPYRIGHT (3)

This course examines basic principles of copyright law, including unfair competition and other topics bearing on the protection of literary, musical and artistic works. There are also discussions of contract negotiations in literary, theatrical and entertainment fields.

2807 CORPORATE FINANCE (2 or 3)

This course deals with financial theories and legal doctrines relating to the publicly held corporation, including problems of valuation, capital structure, dividend policy and mergers. Consideration is also given to the principal features of federal securities regulations under the Securities Act of 1933 and the Securities Exchange Act of 1934. Prerequisite: Business Organizations.

2810 CORPORATE GOVERNANCE SEMINAR (2)

This seminar considers questions which face corporate practitioners today as counsel, litigators or legislators, such as the various forces which bear on the corporation, who are its constituencies, to whom are directors and the corporation accountable, what are the respective roles of the Board of Directors and management, the functions of Board committees, how are Chief Executive Officers hired and fired, the problems surrounding executive compensation, shareholder resolutions, derivative suits and class actions, the activism and role of institutional investors, labor unions as shareholders and the ethical problems of corporate counsel. A corporate executive (e.g., a General Counsel), a corporate lawyer from a major law firm, or a judge will generally attend each seminar. Attendance is limited to 20. A paper is required.

2819 COURTROOM CRIMINAL PROCEDURE (2)

This course involves an intensive study of the Fourth Amendment, i.e., the law of arrest, search and

seizure, with an emphasis on New York State law. Specific topics include probable cause, as well as exceptions to the warrant requirement, such as search incident to arrest, the automobile exception, hot pursuit, plain view doctrine, inventory searches, and stop and frisk law. The course also involves a study of practical courtroom techniques, including direct examination and cross-examination. It is intended both for prospective prosecutors and defense attorneys and is designed to enable them to be effective advocates in the courtroom for their prospective positions. Actual suppression hearings concerning suppression of tangible evidence are conducted.

5800 CRIMINAL JUSTICE CLINIC (6)

Prerequisites: Criminal Procedure and Evidence (See description under Clinical Education, see also Rules for Election of Nonclassroom Courses.)

4751 CRIMINAL PROCEDURE (4)

This course considers the administration of criminal justice in all its aspects, including both police practices and prosecutorial actions. Particular attention is given to the right of counsel, transcripts and other aids; police/court relations; the law of arrest, search and seizure; wiretapping and electronic eavesdropping; entrapment; police interrogation and confessions, lineups and other identification procedures; and the scope of the exclusionary rule. It also examines the legal and practical problems presented in the administration of criminal justice from the point of bail to post-conviction review, including preliminary examination, discovery, joinder and severance of parties, speedy trial, guilty pleas, the function of the jury, sentencing, appellate and habeas corpus review, and prisoners' rights.

2824 CURRENT PROBLEMS IN CONSTITUTIONAL LAW (2)

In this limited enrollment course each student acts the role of a Supreme Court member by discussing and deciding pending cases before the court. Each week a group of nine members of the course meets for two hours, having read the briefs and record in a case pending before the Supreme Court. The students do their own research and come to class prepared to discuss and vote on the case. Each week a different student acts as Chief Justice, begins the discussion, and then assigns the writing of the opinions after a tentative vote is taken. Thereafter, a student writes the opinion to which he or she has been assigned. Each student writes at least

two full opinions during the semester. These generally consist of one majority opinion and one dissent, but a student may be assigned two dissents or two concurring opinions.

3791 DEATH PENALTY (3)

This seminar is an introduction to a controversial and expanding field of law that implicates a number of fundamental problems of our judicial and political system. Topics covered include the problems posed by the unique finality of the death penalty, the requirements that the Supreme Court has imposed in an attempt to deal with these problems, the procedural requisites for invoking those requirements, and the history and effectiveness of political agitation on the issue.

3794 DEBTOR-CREDITOR (3)

This course relates to the rights and obligations of debtors and creditors, including bankruptcy, attachment, execution and enforcement of judgments, judicial and statutory liens, priorities, supplementary proceedings, fraudulent conveyances, and preferential transfers under federal and state laws. This course includes a study of the forms of relief available under the Bankruptcy Code for consumers and business debtors, with particular attention to Chapter 7 (liquidation), Chapter 11 (reorganization), and Chapter 13 (adjustment of debts for individuals with regular income). Prerequisite: Business Organizations.

2825 DEBTOR REHABILITATION SEMINAR (2)

This seminar focuses on the methods of restoring a debtor to financial health through rehabilitation and avoidance of liquidation. Although individual debt adjustments under Chapter 13 of the Bankruptcy Code are covered, the major emphasis is on nonbankruptcy business arrangements and business reorganizations under Chapter 11 of the Bankruptcy Code. A research paper is required. Prerequisite: Debtor-Creditor.

3799 DISPUTE SETTLEMENT (3)

During the first part of the course, students negotiate a complete collective bargaining agreement. The students reduce to written form the terms of the agreement. Conciliation and mediation techniques are used when necessary. In the second part of the course, students handle the types of issues that arise in arbitration or in an NLRB proceeding by

serving as advocates or as the arbitrator of a simulated case. Each student prepares a brief concerning the dispute and participates in a simulated hearing. Prerequisite: Labor Law and one additional labor law course.

2828 DIVORCE: COMPARATIVE AND INTERNATIONAL PERSPECTIVES (2)

This course focuses on how the legal systems of different nations regulate the dissolution of formal marriage and how treaties and the common law regulate the international recognition and enforcement of divorce and custody judgments. It compares the legal doctrines and policy assumptions that regulate divorce in the United States and selected western European countries. Topics covered include the legal grounds upon which marriages can be dissolved as well as the issues with which courts must deal in dissolving marriages: distribution of family wealth, child and spousal support and postdivorce parenting arrangements. The course also compares the procedures and policies used by different countries (e.g., adversarial litigation, mediation and expert evaluation) for making divorce-related determinations. Finally, the course examines the text and operation of an international treaty, the Hague Convention on International Child Abduction, which determines the appropriate nation to litigate international child custody disputes and the common law doctrine that recognition of a divorce decree rendered by a foreign state can be against the "public policy" of the recognizing state. (Offered at Summer Law Program in Nice, France.)

3803 ECONOMIC ANALYSIS OF LAW (3)

The course examines the use of economic analysis in the development and study of legal rules and institutions, considering the extent to which economic theory can and should be applied legal problems. After a short introduction to economic principles, we examine the application of economic theory to specific legal issues in the law of property, contract, tort and business regulation and consider the philosophical justifications and critiques of the economic approach to legal policy.

3805 EMPLOYMENT LAW (3)

This course analyzes the evolving area of federal and state regulation of the employment relationship. Students explore the theoretical underpinnings and practical impact of nondiscrimination statutes such as

Title VII of the Civil Rights Act of 1964, (which prohibits discrimination based on race, color, religion, sex, or national origin), the Civil Rights Act of 1991, the Age Discrimination in Employment Act, the Equal Pay Act, the Americans with Disabilities Act of 1990, and the Occupational Safety and Health Act. Attention also is devoted to studying the employment at will doctrine, truth-detecting devices, the regulation of pensions and benefits, unemployment compensation, worker compensation, the Fair Labor Standards Act, state regulatory schemes and the impact of the preemption doctrine. Heavy emphasis is placed on understanding the interests of employees and employers regarding these issues. (There are no prerequisites for this course.) A final examination is given.

3808 ENERGY LAW AND POLICY (3)

Energy Law and Policy examines the federal regulation of the natural resources used in the production, distribution and consumption of energy. The course explores the basic ideas behind government regulation and the basic concepts of energy law and policy in the context of energy decision-making and policy-making processes. The course takes an interdisciplinary approach and considers the economic, legal, political and ethical dimensions of energy law.

The course is comprised of three parts. Part I is "Decision-Making and Policy-Making Structures" and presents the necessary background for the course. It presents basic economic and political concepts and analyzes the legal framework in which energy law and policies are made. Part II is "Decision-Making Methodologies" and examines two analytic tools, ratemaking and cost-risk-benefit analysis, which decision-makers use to arrive at decisions involving public policy. Part III is "Energy Resources" and applies the concepts in the first two parts to specific natural resources. A detailed examination is made of oil, natural gas, coal, nuclear power, hydropower, electricity and alternative energy sources, such as solar, geothermal and synthetic fuels. The course enrollment is limited.

2826 ENERGY, THE ENVIRONMENT, AND THE GLOBAL ECONOMY (2)

This course explores substantive energy and environmental laws in a way that demonstrates their growing interdependence and internationalization in the emerging global marketplace. All lawyers practicing in the 21st century increasingly must be

prepared to analyze domestic legal problems in an interdisciplinary, global context. The course examines the interrelationships among domestic energy and environmental laws on such energy topics as coal, oil and natural gas, electricity, nuclear power and nuclear waste, alternative energy sources, and such environmental topics as global warming, deforestation, and air and water pollution. It also addresses regional and global international law, including institutional structures, treaties, custom, state responsibility, sovereignty over resources, human rights and trade.

The course is taught using a combination of teaching techniques, including lectures on the fundamental principles of energy law, environmental law and international law, and group discussion of specific case studies to demonstrate the integration of energy and the environment, the interrelationship of domestic and international laws and policies, and the interplay of the economic principles and ethics.

2827 ENTERTAINMENT LAW (2)

This seminar concentrates on fundamental factors that a practitioner in the fields of entertainment and intellectual property law should know. Emphasis is given to the business and practical aspects of entertainment law practice, with particular focus on contract concepts and specific drafting issues. Class attendance and participation are required and considered in determining the grade for the course. Copyright law is not required but is encouraged as background. An examination is required.

3812 ENVIRONMENTAL LAW (3)

This course examines the common law and statutory responses to contemporary environmental issues. These responses are considered on local, state and national levels. Federal statutes that are emphasized include the National Environmental Policy Act, the Clean Water Act, Resource Conservation and Recovery Act, and the Comprehensive Environmental Response, Compensation and Liability Act (Superfund). Legal intervention in areas such as resource management and allocation are considered, as well as emerging legal, political and economic issues surrounding land ownership and use.

5806 ENVIRONMENTAL LAW CLINIC (6)

Environmental Law is a prerequisite or may be taken concurrently. (See description under Clinical Education; see also the Rules for Election of Nonclassroom Courses.)

2830 ENVIRONMENTAL LAW IN COMMERCIAL AND REAL ESTATE TRANSACTIONS (2)

This course integrates substantive environmental law issues into real estate and commercial transactions. Statutes and regulations affecting both regulated and nonregulated businesses, such as the Comprehensive Environmental Response, Compensation and Liability Act (Superfund), are analyzed and issues arising under them which are frequently encountered in transactions are considered and resolved in the context of specific transactions. This is a problem method course and grading is based upon written work, including drafting of environmental portions of transactional documents. Prerequisite or corequisite: Environmental Law or consent of instructor.

2832 EQUAL PROTECTION SEMINAR (2)

This course focuses on the equal protection clause of the Constitution. The seminar deals with the theoretical and practical application of this concept to a variety of legal propositions. A paper is required. Constitutional Law is a prerequisite or corequisite.

2834 EQUITABLE DISTRIBUTION SEMINAR (3)

This seminar examines property division upon marriage dissolution. Among the subjects that the students examine are the historical development of equitable distribution, the power to divide property, valuation of assets, classification of property, the meaning of "equitable" and tax consequences of equitable distribution.

2835 ERISA AND PENSION RIGHTS SEMINAR (2)

The ERISA and Pension Rights Seminar seeks to introduce fundamental concepts essential to a basic understanding of the pension benefits field. The course reviews relevant provisions of the Internal Revenue Code and ERISA together with related regulations, administrative rulings and court cases. Initial class sessions and readings provide a basic introduction to the legal concepts and complicated technical requirements applicable to tax-qualified retirement plans and review alternative types of retirement plans and demographic, economic and practice considerations related to plan selection and administration. The course then branches out to explore the interaction of pension rules and concepts with other areas of law such as fiduciary principles, corporate law (e.g. mergers, acquisitions

and divestitures), labor management relations, securities laws, employment discrimination laws (Title VII, ADEA, ADA, FMLA, etc.), bankruptcy laws, debtor-creditor rights and domestic relations laws. The course examines legislative regulatory and case law developments in the context of contemporary legal and policy considerations.

2838 ESTATE PLANNING (2 or 3)

This course provides an extensive examination of the techniques of estate planning and the drafting of wills and trusts. Through the distribution of problem and other materials, students are provided with an opportunity for analysis of various methods of handling potential estates in light of income, gift and estate tax considerations. Prerequisite or corequisite: Federal Estate and Gift Tax. For third year students only, the Professor may waive the prerequisite.

2833 ETHICAL PROBLEMS IN FEDERAL TAX PRACTICE (2)

This seminar addresses the legal ethical obligations of tax lawyers serving in different roles, including return preparer, audit representative, litigator, planner, negotiator, ruling seeker, tax policy commentator and government lawyer. Students draft memoranda on the application of ethical standards to tax lawyers in varying circumstances. Prerequisite or corequisite: Federal Income Taxation of Individuals.

2837 EUROPEAN UNION LAW (2)

This course examines the legal and institutional framework of the European Union. The evolution of the EU is set in an historical framework by examining the particular challenges faced by Europe on the road to economic, social and political integration. The course also includes a strong comparative theme, contrasting the EU to other international organizations as well as to such federal structures as the United States. Specific topics considered include the operation of EU decision-making and judicial powers; implementation of the free movement of goods, services, workers and capital among Member States; and recent controversies surrounding security, immigration and monetary policy.

4761 EVIDENCE (4)

This course introduces students to the body of law that protects the integrity of our trial process. Information is the factual material that parties wish to introduce in judicial proceedings. Evidence is the set

of rules that have been created to distinguish between admissible and inadmissible information. The law of evidence is the set of policies and rules that have been developed to insure that the information considered by the trier of fact is of sufficient integrity to justify its use to decide a case. Students will learn the core concepts of relevance and competence. They will be introduced to the special problems of expert witness and hearsay testimony, as well as on the critical rules concerning the introduction of documentary evidence. The focus of these studies will be on the applied use of the rules of evidence in a trial context.

2839 EVOLVING TRANSNATIONAL ENVIRONMENTAL LAW (2)

The course uses transnational environmental issues, such as climate change, stratospheric ozone depletion, and biodiversity (endangered species), to explore the interrelationship between such threats to the global environment and national or subnational regulatory activities. Prior to the 1992 Rio Conference, these subjects had already achieved a high degree of recognition and substantial action on an international and national level. The course covers the subject matter in a legal, economic and political context. The study of these subjects includes an introduction to the factual background of the problems to provide a common basis of understanding; an examination of pertinent existing laws, treaties and statements of intent and their economic and political ramifications; and discussion of the future based on an analysis of current and past trends, including consideration of the degree to which contemporary approaches are likely to be successful in avoiding serious harm to the global environment.

3826 EXTERNSHIP PROGRAM (3)

In this course students are placed in the offices of judges or other nonprofit agencies, including regulatory, prosecutorial and legal defense agencies. Each student works 15 hours per week at the assigned office, and must produce a minimum of 25 pages of substantial written work based upon legal research over the course of the semester. The course includes a weekly seminar in which students examine substantive and ethical legal issues that have arisen during their placements. Each student presides over a session of the seminar on more than one occasion. Additionally, all students meet with a supervising faculty member on a regular basis to review their

written work, the substantive and ethical issues with which they have been dealing and the functioning of their placement in general. The faculty supervisor is also in contact with the attorney in charge of each placement during the semester to insure the continued quality of the placement. This course may be taken only once by a student and is graded on a pass/fail basis.

3831 FAMILY LAW (3)

This survey course is a study of state intervention in family relationships. The teacher may select topics from among the following: informal and nontraditional familial relationships, control of reproduction and current reproductive technology, antenuptial and separation agreements, adoption, termination of parental rights, divorce, property distribution, child custody, spousal and child support, paternity proceedings and the role of the lawyer as counselor.

4772 FAMILY LAW PRACTICE WORKSHOP (2 or 4)

This simulation-based workshop is an advanced course in family law and representation of divorce clients. It requires the student to integrate legal doctrines with client representation skills.

The centerpieces of the Workshop are: (1) preparation for and participation in settlement negotiations involving significant property division, support and custody issues, and (2) drafting specific provisions for settlement agreements involving those issues.

Student teams of lawyers represent the husband or the wife. They interview the clients and write a detailed plan for future settlement negotiations with the spouse's lawyers. Following completion of the negotiation plans, student teams will negotiate with each other concerning the divorce settlement. All negotiations are observed and critiqued by practicing matrimonial lawyers and mental health professionals.

The workshop also focuses on ethical issues in matrimonial practice as well as interviewing, counseling and alternate dispute resolution.

Prerequisite or corequisite: Family Law. Federal Taxation of Individuals is not a prerequisite but is strongly recommended. Enrollment is limited.

3835 FEDERAL COURTS (3)

This course analyzes the jurisdiction and functioning of the federal courts, the distribution of authority between federal and state courts, and the

roles of federal and state law in the federal system. Topics include the constitutional limits of federal judicial power, the original jurisdiction of the district courts, the role of state courts in enforcing federal law, the distinction between state and federal questions, the rule of decision in federal litigation, and the conflicts between the state and federal judicial systems. Emphasis is placed on legislative proposals with respect to the jurisdiction of the federal courts.

2836 FEDERAL ESTATE AND GIFT TAX (2)

This course provides an intensive introduction to federal estate and gift tax laws. Through the analysis of problem materials that are distributed during the semester, students study such concepts as gross estate, taxable gifts, valuation, the marital deduction, transfers with retained interests and taxation of insurance. Prerequisite: Wills, Trusts, and Estates.

3785 FEDERAL INCOME TAXATION OF CORPORATIONS (3)

A study is made of the basic concepts of federal income taxation of corporate transactions. Among the areas included are incorporation, dividends, redemptions and liquidations. Prerequisite: Federal Income Taxation of Individuals. Suggested: Business Organizations.

4805 FEDERAL INCOME TAXATION OF INDIVIDUALS (4)

The federal income tax system is studied with emphasis on basic concepts rather than detailed computations. Significant attention is given to the public policy served by various provisions of the Internal Revenue Code. *The Internal Revenue Code, Regulations, Revenue Rulings*, and other publications of the Internal Revenue Service, as well as case law, are analyzed in depth.

2840 FEDERAL TAX POLICY SEMINAR (2)

This seminar explores a variety of policy issues confronting legislators, scholars and practitioners in the field of federal taxation. Topics include competing models of taxation, equity and simplicity as goals of a tax system, tax legislation versus direct subsidies for implementing specific social and economic incentives for capital investment and international trade. A research paper is required. Prerequisite: Federal Income Taxation of Individuals.

2843 FEDERAL TAX PROCEDURE (2)

This course examines the basic rules of federal tax procedure, focusing primarily on civil tax matters. Topics covered include the sources of federal tax procedure; IRS organization, operation and administration; ruling requests and determination letters; retroactive and prospective changes in IRS interpretations; the doctrine of estoppel, consistency and equality as applied to IRS actions; audit and summons powers of the IRS; deficiencies, interest and penalties; refund claims; statute of limitations, waivers and the mitigation provisions; appeals and settlement procedures within the IRS; forums available for judicial review of IRS determinations; assessment and collection procedure; injunctions and suits to restrain assessment and collection; disclosure obligations imposed by the IRS and the Freedom of Information Act; confidentiality of tax returns; and criminal investigations. Prerequisite: Federal Income Taxation of Individuals.

3839 FEMINIST LEGAL THEORY (3)

This course examines "feminist" jurisprudence or legal theory. It examines how feminist theorists have asked about sex and gender in understanding and critiquing our legal system and its norms. The course explores a number of topics in contemporary feminist legal theory, among them whether, in view of differences among women based on race, class, ethnicity, sexual orientation, and the like, it is possible to speak about women as a category. The format of the course is to offer a general introduction to a range of feminist legal scholarship and then to assess how feminist legal scholars attempt to resolve internal debates within feminist theory and how they bring feminist analysis to bear on a number of contemporary issues of law and public policy. Specific practical applications have included, for example, legal regulation of sexuality and reproduction, motherhood and family, employment issues, poverty and social welfare policy, sex difference and sex equality, and violence. We also consider some feminist work in disciplines other than law. The course requirement is an examination or a research paper, (which will satisfy Writing Requirement I) or several shorter papers, (which will satisfy Writing Requirement II).

3840 FIRST AMENDMENT: SPEECH, ASSOCIATION AND THE RELIGION CLAUSES (3)

This is a course on the structure and development of the First Amendment freedoms of speech, expression, association and the clauses with respect to religious freedom for students who are interested in going beyond the treatment of these subjects in our regular Constitutional Law survey courses (Constitutional Law II). Prior enrollment in Constitutional Law I and II is preferred.

In addition, the course aims to provide the student with an opportunity to deepen and supplement case reading and constitutional argument skills, to place decisions in social and historical context and to study the attorney's professional role in current debates about the personal and political issues to which First Amendment jurisprudence is relevant.

This is still a survey course with respect to First Amendment topics; it does not pretend to cover all available material on these subjects. The course will be conducted with emphasis on class participation; and students may be asked to read material outside the casebook.

2848 FOREIGN AFFAIRS AND THE CONSTITUTION (2)

This course examines how U.S. law both constrains and is constrained by U.S. foreign relations and the foreign policy-making process. The course focuses on the constitutional allocation of responsibility among the executive, legislative and judicial branches in matters relating to foreign affairs, including the war, treaty making and spending powers. Unique aspects of the law-making process in the foreign relations context are illuminated through historical case studies to include, among others, the use of force in Grenada, Panama, the Persian Gulf, Somalia and Haiti; the Iran-Contra affair; and the controversy surrounding interpretation of the Anti-Ballistic Missile Treaty. The involvement of state and local governments and of private actors in foreign affairs is also considered from a constitutional pragmatic. Finally, the course examines how treaties, international instruments and international law in general interact with domestic legal mechanisms, and how the national security context affects such individuals' rights as those provided under the First and Fourth Amendments. All topics address the need for possible reform of foreign relations law as the United States moves forward into the post-Cold War era. A paper is required.

3846 HEALTH AND SAFETY REGULATION (3)

This course provides a survey of the basic problems in administrative law, but does so by focusing almost exclusively on administrative agencies that regulate public health and safety. Procedural problems under the Administrative Procedure Act are addressed, as well as substantive and evidentiary questions posed by health and safety regulation. In addition, by studying several agencies in detail, the course presents a comparative study of administrative structures. Agencies studied in the course typically include the Food and Drug Administration, the Occupational Safety and Health Administration and the Environmental Protection Agency. A final examination is given.

3844 HEALTH LAW (3)

This seminar examines a variety of legal problems arising out of the American health care system. Among the topics discussed are the regulatory mechanisms aimed at promoting better quality in health care and the problems in reforming the tort system for compensating for medical injuries. The course also examines issues in the organization of the health care delivery system, in access to this system and in controlling its costs.

3868 HOUSING AND COMMUNITY DEVELOPMENT (3)

This course involves an intensive interdisciplinary examination of selected problems related to topics such as quality control in housing markets, racial and economic discrimination in housing, eminent domain and urban renewal, cooperative and condominium development, historic preservation, real property taxation, and federal and state subsidy and revenue sharing programs. Course focus varies from year to year, with assigned materials reflecting various relevant social science and financial perspectives.

5812 HOUSING RIGHTS CLINIC (6)

(See description under Clinical Education; see also the Rules for Election of Nonclassroom Courses.)

3872 IMMIGRATION LAW (3)

This course undertakes a comprehensive examination of the procedural and substantive elements of immigration law. Specific topics include eligibility for immigrant and nonimmigrant visas, the exclusion of deportation of aliens, as well as relief

therefrom, and the availability of political asylum for individuals claiming persecution in home countries. The course closely examines relevant provisions of the Immigration and Nationality Act, and as appropriate explores immigration law through the lens of constitutional, administrative and international law.

3877 INDEPENDENT STUDY (2 to 6)

Independent Study Projects may be arranged for work in specialized areas of the law or particularly advanced subject areas. Although we cannot guarantee satisfaction of every student request, there are two types of Independent Study Projects that may be applied for: (1) individual student research under the direction of a regular full-time faculty member; and (2) research by a group of students under the direction of a regular full-time faculty member. In all cases a written proposal must be submitted detailing the intended research, and the written permission of the faculty member must be obtained before the project is begun. The amount of credit to be awarded for the research (two to six credits) is determined by the supervisor of the project based upon the scope and complexity of the project. Note that the Court of Appeals requires a minimum of ten classroom hours per week; students electing Independent Study must take this into account. (See the Rules for Election of Nonclassroom Courses.)

2873 INSURANCE LAW (2)

This course examines the fundamental legal principles of property and casualty insurance - insurance against loss of property and legal liability - and to a lesser extent, insurance against loss of life and ill health. The course addresses regulation of the insurance industry and focuses on the law governing insurance contract formation and interpretation.

2875 INTERNATIONAL ARBITRATION (2)

This course covers all aspects of international commercial arbitration, including advantages and disadvantages of international arbitration; drafting of the arbitration agreement; appointment and authority of arbitrators; commencing arbitration; applicable law and terms of reference; provisional remedies; presentation of the case; and form, content and enforceability of awards. Particular attention is given to the rules of the American Arbitration Association and the International Chamber of Commerce, the UNCITRAL Rules and Model Law, U.S. Code, Title 9, Article 75 of the New York

C.P.L.R., and the New York Convention on Recognition and Enforcement of Foreign Arbitral Awards.

2876 INTERNATIONAL BUSINESS TRANSACTIONS (2)

This course covers the various economic and legal requirements of conducting business in the global community. The students become familiar with the basic commercial terms of international economic transactions and the basic agreements of the documentary sale and letter of credit. Students are asked to trace the typical international business transaction from the financing stage to contact formation and possible dispute resolution. The regulation of international business involves customs classification and valuation. Transfers of technology, franchising and licensing of intellectual property are also discussed. Joint ventures and the establishment of a direct foreign investment abroad are analyzed with special emphasis on the role that cultural difference plays in international business transactions.

2878 INTERNATIONAL CIVIL LITIGATION IN UNITED STATES COURTS (2)

The expansion of international trade and investment in recent years has greatly increased the significance of civil litigation involving foreign parties and transactions in the United States courts. Such litigation raises concerns not usually present in civil litigation between domestic parties: the application of international and foreign law, the proper role of courts in resolving disputes that might affect foreign policy, and the possibility of conflict between state and federal regulation of foreign commerce. In addressing these concerns, courts have attempted to balance competing domestic and foreign interests and to minimize judicial intrusion in foreign affairs. This course examines selected topics in international civil litigation and determines how successful the courts have been. Topics include jurisdiction of United States courts over foreign defendants, service of process abroad, forum selection, gathering of evidence abroad, the Foreign Sovereign Immunities Act, extraterritorial application of United States law, and the recognition and enforcement of foreign judgments.

2877 INTERNATIONAL CRIMINAL LAW (2)

A survey of currently accepted and proposed substantive subjects of international criminal law and

the problems involved in the investigation and prosecution of international crimes. Among the subjects to be surveyed are: the law of extradition; jurisdictional and procedural problems presented by the establishment of international tribunals; the roles of the United Nations and various regional organizations; identification of the sources of substantive content of international criminal law; consideration of the significance of such events as the post World War II Nuremberg and Tokyo war crimes trials; and various proposals concerning terrorism, apartheid, drug trafficking and human rights violations as subjects of international criminal law. Emerging subjects, such as international criminal forfeiture are also reviewed. Students will examine materials in the form of international agreements and proposed agreements, judicial decisions, various government pronouncements and scholarly texts.

2882 INTERNATIONAL HUMAN RIGHTS LAW SEMINAR (2)

This seminar addresses international human rights law. It examines both customary international law and treaties that govern the individual and collective rights of humans and the duties of states to respect those human rights.

The course uses a combination of lectures and problems to explore the United Nations human rights machinery, regional structures, and problems of enforcement in considering a wide range of human rights and state duties. The major international human rights instruments are dealt with in detail including the United Nations Charter, the Universal Declaration on Human Rights, the International Covenant on Civil and Political Rights, and the International Covenant on Economic, Social, and Cultural Rights. Students take an examination, make a presentation and write a paper in this course.

2880 INTERNATIONAL INSTITUTIONS (2)

This course addresses the legal personality of global and regional international institutions created by states. Those institutions include the United Nations and its constituent organs, NATO, the World Bank, NAFTA and the Law of the Sea Tribunal. The course examines the international law predicates for those and other institutions, the international law made by those institutions, and the impact that those institutions have on domestic law systems and private parties.

3881 INTERNATIONAL LAW (3)

This is the basic course in public international law. It emphasizes the foundational theories of the

international legal system, the sources of international law, including custom and treaties, the concepts of statehood and recognition of governments, diplomatic and consular immunities, state jurisdiction, state immunity and the act of state doctrine, and the application of international law before domestic and international courts.

2885 INTERNATIONAL TAXATION SEMINAR (2)

This seminar examines federal tax issues relating to transnational activities. It considers United States taxation of foreign persons and enterprises operating in the United States as well as United States-based multinational enterprises operating abroad. Sample topics include tax treaties, use of tax havens, investment in United States real property and choice of entity in foreign investment. Prerequisite: Federal Income Taxation of Individuals.

2888 JURISPRUDENCE (3)

The course examines the philosophy of law by focusing upon certain questions or problems of jurisprudence with the context of a number of contemporary legal and policy debates. It assesses the nature of and basis for legal rights, justifications for and critiques of rights, and the relationship between rights and responsibility. The course considers the relationship among law, liberty and morality, exploring different theories about toleration and pluralism and the extent to which law should embody a majority's moral convictions and visions of the good life. The course materials consist of general theoretical legal works, judicial opinions and some nonlegal materials, as well as specific analyses of such issues as the legal treatment of abortion, euthanasia, homosexuality, family and speech. The readings have typically included jurisprudential writings reflecting the perspectives of, for example, liberalism, communitarianism, civic republicanism, feminism, Critical Race Theory, natural law and pragmatism.

The format of the course is a combination of lecture and discussion. The course requirement may be satisfied either by a research paper, (which will satisfy Writing Requirement I), several shorter papers (which satisfy Writing Requirement II), or by a final examination. In addition, there are a few short written assignments to be completed during the course of the semester.

2887 JUVENILE JUSTICE SEMINAR (2)

This seminar examines the history, philosophy and current issues concerning the separate juvenile

justice system. Among the issues that may be considered are the constitutional protections applicable to the juvenile justice process, the treatment of noncriminal misconduct, waiver to adult court, confidentiality, the roles of police, lawyers and social workers, and sanctions. A paper is required.

2889 KEY ISSUES IN CORPORATE REPRESENTATION (2)

This seminar simulates legal analysis and decision-making by corporate counsel within the context of a general counsel's office of a corporation. Among other topics, the seminar will deal with the role of corporate counsel, corporate litigation involving class actions and derivative suits, the relationship of corporate counsel to the corporation, indemnification of corporate directors and officers, litigation involving subsidiaries, and relations between the corporate litigant, the media and the government. A series of short papers addressing the hypothetical problems studied by the class is required.

3884 LABOR ARBITRATION (3)

The course examines in detail the procedural and substantive law of labor arbitration. Part I reviews relevant statutes, court decisions, rules of the American Arbitration Association and other appointing agencies, and the Code of Ethics for Arbitrators. Part II analyzes the doctrines of procedural and substantive arbitrability as well as the application of the rules of evidence to the labor arbitration process. Part III studies the grievance procedure, progressive discipline and remedies. Part IV is devoted to a comprehensive analysis of the major substantive issues that reach arbitration – from absenteeism to subcontracting. The students analyze arbitration opinions and awards to understand the arbitration process from the labor, management and neutral perspectives. Students may participate in a simulated arbitration hearing. Prerequisite: Labor Law.

3889 LABOR LAW (3)

This course provides a detailed study of federal, state and local labor relations statutes in private and public employment, their interpretation by the National Labor Relations Board and other agencies, related court decisions, and the law of collective bargaining, mediation and conciliation, and arbitration.

3898 LAND USE REGULATION (3)

This offering broadly examines the government

regulation of diverse urban, suburban and rural land uses. As such, it reflects an intriguing intersection of public law and business law subject matters and is an offering in applied constitutional and administrative law. It also integrates information about the real estate development industry and important economic and sociological perspectives.

Students study relevant aspects of nuisance law, zoning, and urban planning, as well as selected density, growth, and environmental legislation and regulations. The history and legislative/administrative process of local land use regulation, as well as various government tools and techniques such as height, bulk, and use controls, incentive zoning, transferable development rights, planned unit developments, and contract and conditional zoning are covered. A variety of problematic growth control, racial and anticompetitive effects associated with government efforts to restrict the use of real estate are examined.

2891 LAW AND LITERATURE (2)

This seminar uses a variety of works along with relevant case law to explore some of the recurring problems in the law. The course examines themes such as the individual's relationship with society, the effect of drawing lines between public and private life, the justification for civil disobedience, and the role of the administrative state in the legal order. Requirements will include a short (2-3 page) paper due each week. Class participation is required. No examination is given.

3907 LAW AND PSYCHIATRY (2)

This course will examine the interaction of psychology, psychiatry and law in a number of areas. In addition to covering significant case law, the course will look at the similarities and differences in how the mental health and legal professions conceptualize problems, behave, view their roles philosophically, socially, legally and ethically. Methods of addressing and resolving such conflicts will be addressed. Students will also be introduced to concepts of psychological testing, diagnostic nomenclature, psychotherapy and research methodology.

Among the topics to be covered are: mental disabilities, rights and remedies, competency determination, the right to treatment, criminal responsibility and insanity, child custody, child abuse, examination of expert witnesses and psychological trauma and post-traumatic stress disorder.

3911 LAW AND RACE (3)

This course offers an overview of how race has been reflected in American law, emphasizing both a historical perspective and current legal issues that involve race as a major consideration. The course examines slavery and American law in the case of *Dred Scott v. Sanford*, reviews the Reconstruction Period and the passage of the postwar amendments, and analyzes landmark United States Supreme Court decisions interpreting the Thirteenth and Fourteenth Amendments. Current legal issues involving race as a major consideration in the court's decision-making will also be considered, including the right to an education, to housing, to employment and to courtroom justice. A central question throughout the course is to determine to what extent the courts have relegated the interests of blacks and other minorities to a secondary role and to determine what constitutionally permissible, affirmative measures exist to remedy this situation.

2894 LAW AND SOCIETY (2)

This course is designed to demonstrate the mutual dependency in any given society of conceptions of law and basic cultural assumptions. Analysis of anthropological and legal materials focuses on revealing the basic assumptions behind legal process. Students are encouraged to discover that conceptions of jurisprudence other than their own exist and to gain, from the analysis of law and legal process, access to the culture of the larger society, as its contours are revealed in a variety of ethnographic details and patterns.

2895 LAW AND THE WELFARE STATE (2)

The seminar examines the modern "welfare state" in the United States, a term encompassing the statutory programs associated with the Social Security Act of 1935 and the War on Poverty of the 1960s, and including not only the means-tested programs conventionally understood as "welfare", but also contribution-based "social insurance" programs (such as retirement benefits). The seminar provides an overview of the basic structure of the welfare state and considers in greater detail a limited number of programs. It considers the most recent wave of legislative welfare reform including the Personal Responsibility and Work Opportunity Reconciliation Act of 1996, and the impact of such legislation upon the welfare state at the federal, state and local levels. The seminar also examines the normative foundations for the welfare state, and considers a

range of contemporary critical perspectives on the welfare state and the complex set of assumptions underlying it, including assumptions about citizenship, gender roles, race and class differences, the meanings of independence and dependency, and work and family. The course requirement is an examination or paper option. If the paper option is selected, it will satisfy Writing Requirement I.

2898 LAW OF INTERNATIONAL TRADE (3)

This course addresses the law that governs trade in goods and services across national borders. The focus is United States law, but the course also addresses international agreements, such as the General Agreement on Tariffs and Trade and the North American Free Trade Agreement. The course considers trade in the aggregate and covers the following topics: the theory of comparative advantage as a basis for the law of international trade, constitutional authority to regulate international trade, most-favored-nation status and national treatment of goods and services, safeguards and adjustment assistance, subsidies and countervailing duties, "dumping" and anti-dumping duties, and the World Trade Organization.

3916 LAW OF THE SEA (3)

This course concerns the public international law of the sea. It addresses the legal rules that bind states in their international relations on maritime matters. The major maritime zones recognized in international law (internal waters, territorial sea, contiguous zone, continental shelf, exclusive economic zone, high seas and the deep seabed) are defined and the rights and duties of states in each maritime zone are examined. The course emphasizes decisions of international courts and tribunals and the applicable treaties and conventions on the law of the sea, such as the Law of the Sea Convention, which entered into force in 1994.

2796 THE LAW'S RESPONSE TO REPRODUCTIVE TECHNOLOGY (3)

The context of this seminar is the revolutionary changes that are now occurring in the means of human reproduction. The advent and development of reproductive technology have abruptly expanded the possibilities of fertility in a manner unprecedented in human history. These possibilities challenge traditional definitions of family and compel the legal system to examine anew its definition and regulation of the family. Students in the seminar focus on the

law's emerging response to assisted reproduction, including *in vitro* fertilization, embryo transfer, cryopreservation of gametes and pre-embryos, gestational and "traditional" surrogacy, artificial insemination and cloning. Writing credit is available.

2900 LAWYER MALPRACTICE (2)

This course examines the growth and development of a rapidly evolving area of substantive law encompassing topics such as legal malpractice, lawyer liabilities and client remedies. Students are exposed to and come to appreciate the impact of consumerism in a litigious society and how those forces are being increasingly turned against the legal profession. Analysis of professional liabilities in the context of tort and contract theories is thoroughly explored as the foundation of legal malpractice suits and is developed into other areas and theories on which a lawyer can be held responsible for damages to clients and others. Other areas include breach of fiduciary duty, RICO, and consumer protection statutes, to name a few. A central purpose of the course is to stimulate students' analytical skills by exposing them to several substantive areas of law within the context of a legal malpractice setting. At the same time, students become sensitive to the need for and acquire the know-how to assist them in furnishing high quality legal services.

2897 LAWYERS' ETHICS (2)

The rules of law governing lawyers' professional conduct are studied through the ethics codes, lectures, text, cases, problems and class discussion. Principal attention is given to whether lawyers should subordinate their own moral judgment to that of their clients, the lawyer's role in an adversary system, zealous representation, lawyer-client confidentiality, conflicts of interest, prosecutors' ethics and solicitation of clients. This is a required course that must be taken in either the second or third year.

2903 LEGAL HISTORY (2 or 3)

This course explores the evolution of Anglo-American legal institutions and the way changes in legal institutions and doctrines have affected social and political life. The subjects and chronological focus of the course depend upon the interests of the instructor and may include historical treatment of the writ system; the development of bench, bar, and jury; colonial law; law of the Constitutional period; Antebellum perspectives about the relation of law to economic development; judicial involvement in the slavery controversy; family law; criminal law; the development of contract and tort law; 19th- and 20th-

century jurisprudential perspectives including legal formalism, legal realism, legal process and legal positivism; and aspects of the involvement of courts in civil liberties disputes. Students familiarize themselves with original source materials and also with multidisciplinary and interdisciplinary approaches taken by professional historians and legal historians. The course also considers the uses of legal history for the modern lawyer.

2906 LEGAL INTERVIEWING, COUNSELING, AND NEGOTIATION (3)

The theories and techniques of these interrelated skills are taught through simulation, with emphasis on legal diagnosis, development of goals and strategies, and the thinking required in helping another person make a decision. Students learn how to interview and counsel clients, interview witnesses, negotiate with each other, draft negotiated agreements and write supporting memoranda. Counseling and negotiation sessions are videotaped and critiqued. Enrollment is limited. Evidence is not a prerequisite but is strongly recommended.

3920 LEGAL ISSUES IN PUBLIC EDUCATION (2 or 3)

This course provides an examination of the law affecting public schools, including relationships with private education. Emphasis is placed upon the distribution of power within the public educational system. Topics examined include the legal framework for governance of the public schools, compulsory education, state-church relationships, control of student conduct, school financing, equal educational opportunity and race imbalance, and control of teacher conduct including tenure, dismissal and collective bargaining.

3925 LEGISLATIVE PROCESS (3)

An examination of the lawyer's role in the maintenance and future of the legislative process. Selective emphasis, varying from year to year, is on legislative functions and work products; legislative organization and apportionment; participants in the process including legislators, staff, executive officers, lobbyists and interest groups; conflicts of interest; and legislative procedure and reform.

2911 MANAGED CARE AND THE EVOLUTION OF THE DOCTOR-PATIENT RELATIONSHIP (2)

This course explores the evolution of the legal relationship between physicians and patients. It starts with a review of the elements required to establish

the relationship and the obligations arising out of its establishment. It then examines the development of the tort system and the doctrine of informed consent as vehicles through which patients traditionally assert their rights under the relationship. Models for professional liability reform are analyzed.

The focus then shifts to an examination of the role of hospitals and state licensing authorities in regulating physicians and the quality of medical care.

The potential threat of managed care to the doctor-patient relationship, the physician's professional autonomy, and the patient's right to informed consent is examined. Actual Managed Care Organization (MCO) contracts with physician providers and patients are analyzed to explore how the traditional doctor-patient relationship is altered. Ethical and legal issues raised by managed care are explored.

This course uses materials from medical and legal literature as well as case law. A medical background is not a prerequisite for taking this course. There is a required final examination.

2912 MASS MEDIA AND THE FIRST AMENDMENT (2)

This seminar provides a broad survey of the basic First Amendment issues facing the press today. Topics include the law of libel and privacy; obtaining access to information; the tension between the protection of news sources and other values; and private and governmental regulation of broadcast, cable and newer communications systems.

2913 MERGERS AND ACQUISITION SEMINAR (2 OR 3)

This seminar explores the practical and legal considerations raised by merger and acquisition transactions, particularly the impetus behind business combinations, the mechanics of consummating such transactions and applicable legal rules governing mergers and acquisitions. Topics will include theories of corporate synergy, the mechanics of such transactions and the applicability of the Williams Act and other state and federal regulations governing business combinations. Prerequisite: Business Organizations.

3927 MORAL DIMENSIONS OF THE LAW (3)

This course teaches students to recognize and operationalize legal rules that flow from systems of morality, including the students' own. The seminar begins with the broadest jurisprudential question: "What is the purpose of law?" Students are then asked to examine two answers and their correlates:

(1) the law should serve to effect and sustain justice; (2) the law should serve to ensure care and responsibility to and from others. Students test and examine these answers through the study of law and morality in the context of business, racial, ethnic and gender relations; civil disobedience; "no-fault" legislation; and decisions about the distribution of scarce resources, such as kidneys, for transplantation. The course is conducted as a seminar and writing credit is available. Class participation is required.

2918 NONPROFIT CORPORATIONS (2 or 3)

Not-for-profit corporations range in variety from small privately supported fraternal and political groups to large publicly supported charities, research foundations, museums and hospitals. This course addresses elements of the corporate structure of not-for-profit organizations, with emphasis placed upon matters typically confronted by legal counsel to such organizations and also theoretical matters connected with not-for-profit corporation laws. These include problems connected with fundraising, keeping corporate books, controlling the liability of officers and directors, understanding expenditure responsibilities and the limits of permissible not-for-profit activities, and meeting state and federal charter requirements. Basic tax considerations are explored as necessary. Students have the option of completing a paper or taking a final examination to meet the requirements of the course.

2921 PATENT LAW (2)

This course provides a review of the common law and statutory protection afforded inventors, including the law of trade secrets and the United States Patent Laws. Emphasis is placed on the classes of patentable inventions, the conditions for patentability, the rights afforded a patentee including limitations thereon, responsibilities of an attorney to the Patent Office, property and contract interests in patents and remedies for infringement.

3934 PRESERVATION LAW (3)

This seminar explores the means available to preserve open space (farms, forests, etc.) and structures of historic, cultural or aesthetic importance ("landmarks"). It demonstrates the interaction of concepts introduced in courses such as Property, Real Estate Transactions, Land Use Regulation, Federal Estate and Gift Tax, Federal Taxation of Individuals, Non-Profit Corporations and Environmental Law.

4815 PRETRIAL LITIGATION (4)

This course simulates the practice of law in a civil case before trial. Students are organized into law firms and are responsible for interviewing a client; developing a theory on which relief can be based and a strategy for obtaining that relief; conducting a deposition; drafting pleadings, interrogatories, motion papers, and a supporting or opposing memorandum of law; arguing the motion; and negotiating. The course focuses on a theoretical understanding of how litigation works, familiarity with procedural devices, and the skills involved in developing litigation strategy together with an evidentiary record sufficient to support a judicial decision. Pre- or corequisite: Evidence.

2924 PROBLEMS IN CRIMINAL LEGISLATION AND CRIMINAL LAW REFORM SEMINAR (2 or 3)

This course is designed to expose the student to legislative drafting. Each student drafts legislation relating to one or more current issues in criminal law and an accompanying memorandum prepared as a legislative aide addressing his or her legislator. There are class meetings and more frequent individual meetings with the instructor. Writing credit is available if a student is prepared to write an appropriate paper, but the paper need not satisfy the writing credit criteria to satisfy the requirements of this course.

2932 PRODUCT REGULATION AND LIABILITY IN THE UNITED STATES AND THE EUROPEAN UNION (2 or 3)

This course undertakes a comparative examination of product regulation and liability within the United States and the European Union. The course develops a unifying perspective on laws designed to affect the quantity, quality, cost and price of products, including duties, charges and taxes on imported products; economic regulation, including antitrust considerations; business competition and unfair trade practices; health and safety regulation; liability for injuries caused by products; and consumer protection and social policy. It also examines the interactions among legislative, administrative and judicial actions within the two markets as well as the relationships between treaties (including free trade agreements), federal or union laws and the laws of member states.

When this course is offered for three credits, it includes an extensive treatment of the common law of products liability within the United States. If three credits are received for this course, credit cannot be received for the course in Products Liability.

2927 PRODUCTS LIABILITY (2)

This course examines the law of products liability within the United States, with particular attention to theories and concepts rooted in negligence, breach of warranty and strict liability in tort. It surveys current doctrines and practice and explores how the law has evolved in response to changes in technology, information and public expectations. The procedural and evidentiary aspects of product litigation are emphasized by working through problems based on actual cases.

Credit cannot be received for this course if three credits are received for the course in Product Regulation and Liability in the United States and the European Union.

3939 THE PROSECUTOR'S ROLE: PRETRIAL PROCEEDINGS IN A CRIMINAL CASE (3)

This course offers students the opportunity to explore the special constitutional and ethical obligations a criminal prosecutor faces within a simulated format. It presents a unique opportunity for students to concentrate on analyzing and learning the prosecutorial role and grapple with the complex legal and ethical issues intertwined in a typical criminal prosecution.

The simulation will follow a New York state criminal prosecution from complaint room intake through pretrial hearings, and will help the students develop lawyering skills in the following areas: 1. fact analysis and case theory development; 2. witness (expert and lay) interviewing and counseling; 3. written advocacy; 4. oral advocacy; and 5. ethics of the prosecutorial decision-making process.

The students will be assigned specific cases at the arrest stage and will develop their cases solely from information they cultivate through lay and law enforcement witnesses. The students will be required to present their cases to a grand jury, research the legal issues unique to their cases, engage in motion practice, and prepare for and ultimately conduct pretrial suppression hearings.

The course will be team-taught by a Hofstra instructor and assistant district attorneys from the New York metropolitan areas.

Readings will be specially selected for the course. Grading will be based on the student's total performance on all oral and written work throughout the semester.

Instructor's permission is needed for enrollment. Prerequisite: Criminal Procedure. Recommended: Trial Techniques.

2930 PUBLIC FINANCE SEMINAR (2)

This seminar focuses on the issuance of securities by domestic governments, including federal agencies, states, public authorities, interstate compacts, cities and special purpose agencies. At the level of states and political subdivisions, the course will cover the financing of airports, public power, public housing, environmental products, hospitals, universities, museums and mass transportation. The unique problems of raising capital for the city of Washington, D.C., will be discussed. Emphasis will be placed on the SEC's program to "clean up" municipal securities, and the course will detail the securities law of public finance in the context of structuring deals. Corporate finance will be a constant comparison in considering the securities law regulatory system and the constitutional limitations applicable to public finance. Students have the option to write a paper or take an exam.

3943 PUBLIC SECTOR LABOR LAW (2)

This course surveys the constitutional and statutory rights and obligations of public employers and employees with specific emphasis on New York's Taylor Law and New York City's Collective Bargaining Law. The course materials and discussion will focus on such topics as the political and civil rights of public employees, certification procedures, collective bargaining, improper practices, contract enforcement, discipline, the right to strike and impasse procedures in the public sector. Within the context of these topics, the class will explore current issues such as privatization, renewable tenure and workfare. Prerequisite: Labor Law

3945 REAL ESTATE FINANCE SEMINAR (3)

This course examines the legal principles of real estate finance and development in light of business, tax and bankruptcy concerns. The course assumes a basic familiarity with real estate transactions and focuses on more advanced topics, such as the economics of a real estate investment; commercial mortgages and mortgage alternatives (participating mortgages, leasehold financing, sale and leaseback transactions); construction and development financing; workouts, foreclosure and bankruptcy issues; taxation of real estate investments and real estate tax shelters; lender liability issues; and the securitization of real estate investments. It is helpful to have taken Real Estate Transactions before or concurrently with this course.

4827 REAL ESTATE TRANSACTIONS (4)

This course examines real estate market practices (including the roles of the principal players: the seller, the purchaser-investor, the broker, the lawyer, the banker, the builder-contractor, the architect and government); the legal transaction (negotiation, binder, contract of sale, deed and mortgage closings); financial and tax aspects (capital aggregation, interest, usury, depreciation and tax shelters, discounts and "points"); security documents (mortgages, trust deeds, installment contracts and leases); techniques and technicalities of conveyancing (deeds, title searches, abstracts and insurance, legal opinion of title, marketable title and recording); remedies (legal and equitable, for breach and enforcement of performance).

The course gives due weight to the relevance and the substance of business judgments, accounting principles and practices, real estate economics and the changing concepts of property evolving from contemporary legislative, administrative and judicial treatments.

3952 REMEDIES (3)

In this course students study legal and equitable remedies, restitutionary relief, common law and statutory remedies, and the underlying purposes of remedies.

3956 SCIENTIFIC EVIDENCE (3)

This seminar focuses on the effective presentation and critique of scientific information in the context of legal decision-making. The seminar examines generic strategy and tactics for presenting scientific evidence in civil litigation, administrative proceedings and criminal proceedings, as well as the evidentiary and procedural problems peculiar to each of these areas. Current scientific issues involving health, safety and environmental problems are discussed. No prior background in science is necessary. There is no examination, but students are required to write an analytical paper examining the use of scientific information in a current problem area of their choice (e.g., tobacco litigation, DNA identification, asbestos, radon).

3960 SECURED TRANSACTIONS (3)

This course provides an opportunity to study the structure and documentation of various types of asset-based lending under Article 9 of the Uniform Commercial Code, including inventory, equipment and receivables financing, with close attention to priorities among conflicting creditors and enforcement of secured claims in bankruptcy.

3964 SECURITIES REGULATION (3)

This course deals primarily with the federal regulation of the securities industry. Topics studied include the underwriting and distribution of new issues of securities under the Securities Act of 1933, the regulation of trading in securities under the Securities Exchange Act of 1934, and the imposition of civil liabilities under Rule 10b-5 and Section 16b. Prerequisite: Business Organizations.

3969 SELECTED PROBLEMS IN NEW YORK CIVIL PRACTICE (3)

This course focuses on civil litigation in New York State courts. It provides an overview of the New York State Court system and explores the operation of the New York Civil Practice Law and Rules in a number of selected areas. It emphasizes the differences between the CPLR and the Federal Rules of Civil Procedure in the problem areas and the policy reasons behind those differences. Subjects covered can include some or all of the following: organization of the New York State Court System, subject matter jurisdiction, personal jurisdiction, venue, commencement of actions, service of process, pleading, bills of particular, parties, class actions, disclosure, motion practice, statutes of limitations, special proceedings, challenging governmental action, arbitration awards and appeals. Evidence, Pretrial Litigation, and Trial Techniques are not prerequisites but are recommended preparation.

2771 SELECTED PROBLEMS IN SECURITIES REGULATION SEMINAR (2)

This seminar involves an analysis of problems arising under the express and implied civil liability provisions of the Securities Act of 1933 and Securities Exchange Act of 1934. Both procedural problems and substantive liability, including class action certification, aiding and abetting, the scope of Rule 10b-5, tender offer litigation and other current problems are examined. Prerequisite: Business Organizations.

2939 SENTENCING REFORM SEMINAR (2)

This seminar explores the modern sentencing reform movement. Topics include the origins and critiques of the traditional sentencing system, the philosophical and policy bases for limiting judicial discretion in sentencing, the impact of plea bargaining, mandatory minimum sentencing laws, sentencing guidelines and commissions, alternatives to incarceration and organizational sentencing. The seminar compares federal and state approaches to

these questions and also examines sentencing in other countries. A paper is required.

2942 SEX-BASED DISCRIMINATION (2 or 3)

This seminar will explore the topic of the equality of the sexes as reflected in constitutional law (the Equal Protection Clause of the Fourteenth Amendment and some state Equal Rights Amendments) and in various bodies of federal and state statutory law (such as Title VII of the Civil Rights Act.) The seminar begins with the constitutional history of the unequal and different treatment of men and women in such matters as citizenship, marriage and employment, and examines the evolution of modern Equal Protection jurisprudence. It also covers Title VII and the law of employment discrimination, including the topics of sexual harassment, and the relationship between sex and race discrimination. Attention will be given to current debates over a variety of topical issues, usually including reproductive rights, discrimination on the basis of sexual orientation, pornography, domestic violence and other issues in criminal and family law. Students may take a written examination or, at the option of the student and the professor, write a research paper, which will satisfy either Writing Requirement I or II.

3973 SPECIAL PROBLEMS SEMINARS (3 to 6)

These seminars offer an opportunity for a limited number of upper-class students, usually three to five, to engage in intense research and writing under the close supervision of a faculty member. No more than one such seminar is offered in any semester. The focus may be on special problems in such areas as Commercial Law, Constitutional Law, Corporate Law, Criminal Law, Property, Torts or Litigation. Permission of the instructor is required for enrollment.

3975 SPORTS LAW (2)

This course focuses primarily on the law as applied to professional sports and, more specifically, the operations of the major professional sports leagues. Major areas covered include the business of sports, the role of the league commissioner, negotiation and enforcement of athlete contracts, antitrust problems of sports leagues, protection of league, team and player intellectual property rights, and employment discrimination.

3977 STATE AND LOCAL GOVERNMENT (3)

This course provides a survey of the structures and powers of state and substate government and government agencies. Topics include organization and operation of local governments, sources of their powers and judicial review of their actions; the relationships between local, state and federal policies, including state controls, constitutional limitations and home rule; and the role of public authorities and regional bodies. The course is cross-disciplinary in character. In addition to a more conventional treatment of problems of state and federal constitutional law, this offering aims to illuminate very useful theoretical perspectives drawn from the literature of politics and political economy in particular.

2945 TAXATION OF PARTNERSHIPS (2)

The course involves a study of tax treatment with respect to the formation, operation and termination of general and limited partnerships. Class discussion is held concerning the definition of the partnership and the possible treatment of a partnership as an association. Frequent reference is made to various tax partner arrangements. Prerequisite: Federal Income Taxation of Individuals.

2948 TRADEMARKS (2)

This course considers registrability and enforceability of trademarks in the United States as well as general principles of unfair competition, right of privacy, and publicity and false advertising. Procedural and substantive law necessary to advise as to what names and marks are registerable in the United States and the procedure to be followed before the United States Patent Office in obtaining federal registration are examined. Litigation strategy procedures and extraordinary remedies for trademark infringement and unfair competition are considered. The course uses a comparative law approach with respect to procedures for registration in foreign countries and legal considerations with respect to licensing trademarks.

3985 TRIAL TECHNIQUES - COMPREHENSIVE LITIGATION SKILLS COURSE

(MIDSESSION, 3) (PASS/FAIL)

This is an intensive immersion experience. It is an innovative program that provides basic training in

all of the essential lawyering skills involved in civil and criminal litigation in a single intensive educational experience. The students will learn the essential aspects of trial presentation focusing on opening statements, summation, and direct and cross examination; including work with documentary and expert testimony. The students' performances will be individually reviewed by experienced attorney/teachers and by professional actors. The critical skills of settlement negotiation will be introduced as well as the essential pretrial discovery technique of the deposition. Students will conduct both a bench trial and a jury trial.

The program is based upon the proven intensive methodology initially developed by the National Institute for Trial Advocacy for practicing lawyers.

This course is given on ten consecutive days in January. Attendance is required and is taken daily. The program is open to second- and third-year students who have completed the basic course in Evidence. Trial Techniques is also available on the same basis to students graduating in January. Interested students should obtain registration and tuition information from the Registrar's Office in early October, preceding the January in which they seek to enroll.

2951 UNFAIR TRADE PRACTICES (2 or 3)

This course is a survey of the common law and statutory law of unfair competition, trademarks and related areas.

2954 WHITE-COLLAR CRIME (2)

This seminar examines that conduct, primarily economic in nature, generally referred to as white-collar crime. Topics include general principles of liability; substantive crimes such as conspiracy, mail fraud, securities fraud, insider trading and RICO violations; sentencing of individuals and organizations, including forfeiture of assets; and special problems of criminal procedure. A paper is required.

4837 WILLS, TRUSTS, AND ESTATES (4)

This course investigates the law of intestate succession and of wills, with the constraints imposed for the protection of family members and to vindicate other social purposes; the law of trusts, both private and charitable; and the law of future interests.

CLINICAL EDUCATION

CLIENT REPRESENTATION CLINICS

ALTERNATIVE DISPUTE RESOLUTION CLINIC (3)

The goals of the Alternative Dispute Resolution Clinic are to teach mediation skills, provide clinically supervised mediation experience, and provide direction in the advanced study of theoretical, legal, ethical and practical issues posed by the use of mediation as an alternative to litigation. The clinic, a three-credit course, combines classroom instruction with supervised clinical practice. Prerequisite: Alternatives to Litigation.

CRIMINAL JUSTICE CLINIC (6)

Students in this clinic represent indigent clients charged with misdemeanors in Nassau County District Court and Queens County Criminal Court. Pursuant to New York's Student Practice Order and under the supervision of the Clinic Director and the Supervising Attorney, students provide the entire range of legal representation, from initial interview to sentencing. Courtroom advocacy includes arraignments, bail arguments, bench conferences, evidentiary hearings, oral arguments on motions, bench and jury trials, plea dispositions and sentencings. Lawyering skills practiced outside the courtroom include interviewing, counseling, fact and crime scene investigation, negotiation with Assistant District Attorneys, and research and drafting of pleadings, motions and other memoranda. Students are expected to have taken Criminal Procedure and Evidence. Prior meaningful work or internship experience with either a criminal defense or prosecution law office will help students meet their clinical responsibilities.

ENVIRONMENTAL LAW CLINIC (6)

This program provides an opportunity to work on current environmental issues with federal, state or local environmental agencies, public interest law

firms and private practitioners engaged in *pro bono* work in the field. Students obtain direct experience with administration and implementation of environmental statutes or litigation in this field. Students have approximately 20 hours of clinical work each week and participate in a weekly seminar. Environmental Law is a prerequisite or may be taken concurrently.

HOUSING RIGHTS CLINIC (6)

In this program students handle a wide variety of housing cases for low-income clients, such as defenses of eviction cases, actions by tenants against landlords challenging substandard conditions in their apartments, fair housing and exclusionary zoning cases; public utility shut-off cases and work on behalf of community groups for housing rehabilitation. Each student has a caseload of two or three smaller cases and one complex case. Students prepare and present their cases in state and federal courts.

The course develops lawyering skills with special emphasis on litigation strategy, pretrial and trial preparation, and trial advocacy. In their representation of clients in actual cases, students have the opportunity to engage in interviewing and counseling, negotiation, fact investigation and discovery, oral advocacy, direct and cross-examination, and trial argument. Students also are exposed to all types of litigation by drafting research memoranda, strategy memoranda, pleadings, motions and trial briefs. Special attention is placed on professional responsibility issues and strategic case planning methods.

Throughout the course a combination of teaching methods is employed, including classroom instruction, individual case supervision, simulations and videotaped exercises. In the two-hour weekly seminar, topics include substantive housing law, case planning methods and the progress of actual clinic cases. Students also perform simulated exercises (some of which are videotaped) related to their actual cases. The primary mode of instruction is one-on-one case supervision. Evidence and Trial Techniques are strongly recommended.

STUDENT ORGANIZATIONS*

* Members of the organizations wrote these descriptions.

ASIAN-PACIFIC AMERICAN LAW STUDENTS ASSOCIATION (APALSA)

APALSA offers the opportunity for Asian law students to discuss issues relevant to the Asian community. Its goals include increasing the enrollment of Asian students at Hofstra and encouraging greater awareness of the political, social and legal concerns affecting Asians, among the legal community. APALSA also works with other organizations to further the goals beneficial to all minority groups in the legal profession.

BLACK LAW STUDENTS ASSOCIATION

BLSA is a national organization whose goals include increasing the number of African-American students in law school, encouraging a greater commitment of African-American attorneys to their communities, and instilling a greater awareness of the legal and nonlegal problems facing the African-American community. In addition, BLSA struggles to encourage American law schools to increase their recruitment of people of color and to help eradicate institutional racism and address disparate treatment of African Americans within the judicial system.

CONSCIENCE

Conscience is the monthly newspaper published by the students of the School of Law. Students, faculty and alumni are encouraged to submit articles on selected topics and to consider the newspaper as a medium of collective expression within the Law School community. Topics range from local Law School events to issues of general legal and social importance.

Conscience is distributed free of charge to students, faculty and staff of the Law School and is mailed to all alumni and members of the bench and bar. In its first year of publication, *Conscience* received the national prize from the American Bar Association Law Student Division for the best law school newspaper in its category. In the April/May 1993 issue of the *National Jurist*, *Conscience* was featured as one of four of "the nation's best law school newspapers."

CORPORATE LAW SOCIETY

The Corporate Law Society was founded by a group of students especially interested in corporate

law. The purpose of the group is to sponsor programs and speakers on the subject as well as to encourage networking among alumni and other practicing lawyers in the corporate field.

ENVIRONMENTAL LAW DIGEST

The *Environmental Law Digest* is a publication of the Hofstra Environmental Law Society. Its mission is to provide a practice-oriented forum in the field of environmental law. To achieve this end, the *Digest* diverts from the "theory" oriented model of most law journals. Instead it publishes timely reviews of significant cases in the field as well as student written notes and comments, and articles by professionals and academicians that provide information that is pertinent to practitioners in the field of environmental law.

The *Digest* is an entirely student-run publication. In the fall semester of each year, staff members are selected through a writing competition. The sole criterion for selection of staff members is writing ability. Unlike the other student publications, grade point average is not a factor. This policy ensures that the *Digest* will have the best available writers.

ENVIRONMENTAL LAW SOCIETY

The Environmental Law Society was established by students conscious of the vital role of the law in determining the quality of the world's environment. The Society encourages members to work on self-generated programs of research and problem identification and provides legally oriented support for community environmental groups.

An active speaker's program enables members to engage in dialogue with government officials, lawyers and other experts currently involved in environmental affairs. By presenting speakers and hosting conferences, the society educates the entire law school community on regional and national environmental topics. The society also serves as the focal point for the dissemination of material on current environmental issues and events.

GAELIC LAW STUDENTS SOCIETY

The purpose of the Gaelic Law Students Society is to provide a vehicle for the public exploration of legal issues that impact the Gaelic-American culture. Although the Gaelic-American culture is

comprised primarily of Americans of Scottish and Irish ancestry, students of various ethnic and religious backgrounds participate in the group and are proud that one of the most important issues that is explored is what the organization and individuals can do to promote healthy interaction between people of all backgrounds.

HOFSTRA LAW WOMEN

Hofstra Law Women is a group whose membership is open to faculty, students and staff. It meets on an informal basis, whenever a member wishes to call a meeting to discuss a particular issue or proposal. Hofstra Law Women has participated in a number of conferences on women as victims of crimes, women in prison and other issues.

INTELLECTUAL PROPERTY ASSOCIATION

Intellectual property is a dynamic and one of the fastest growing fields in the law. Intellectual property law encompasses copyright, trademark, patent and trade secrets. Work in the field ranges from licensing John Grisham's new book or IBM's computer programs to preparing and filing inventions for Bill Gates or even saving Barney from an "unauthorized" performance in a pornographic movie. The Intellectual Property Association endeavors to educate its members on preparing for careers in intellectual property law and focuses on current trends for its discussions.

INTERNATIONAL LAW SOCIETY

The International Law Society's goal is to promote and support the students interested in the international arena at Hofstra and to institute programs and cooperate with other international organizations. The International Law Society invites new membership and financial support.

ITALIAN LAW STUDENTS ASSOCIATION (ILSA)

ILSA was formed to help promote Italian heritage throughout the Law School and the community. This is achieved by sponsoring guest speakers and cultural events on campus as well as by sponsoring various fund-raisers for local community organizations. Additionally, ILSA provides a support network for Italian Americans at the Law School and helps first-year students adjust to their new environment.

JEWISH LAW STUDENTS ASSOCIATION

The objective of the Jewish Law Students Association is to further Jewish communal interests. The association works with various legal societies and Jewish organizations in helping the poor, the elderly and the victimized Jew with their legal problems. This includes interviewing clients and researching and writing legal memoranda. The primary areas covered by this research include constitutional rights, family law and poverty law. The association, through its educational program, regularly invites guest lecturers to speak at the School of Law on topics of current Jewish interest.

LAMBDA ALPHA INTERNATIONAL STUDENT ASSOCIATION (LAISA)

LAISA was established at the Law School to expose students to issues relating to land economics. It was organized with the goal of providing students with the opportunity to actively participate with their peers in projects relating to land economics. The society encompasses such topics as architecture, engineering, land economics, land use law, property appraisal, real estate, finance and development, urban planning and others.

LATINO AMERICAN LAW STUDENTS ASSOCIATION (LALSA)

The purpose of LALSA is to create a family environment for students of color in general and Latino students in particular, in order to make the law school experience as painless as possible. It exists to pursue academic excellence and the advancement of Latino students in the legal profession, to promote human rights, and to fight racism.

LALSA's primary goals include becoming an organization capable of addressing the needs of Latino law students, improving the law school environment for Latino law students, and creating partnerships with the Latino community as it relates to legal issues.

LAW STUDENT DIVISION OF THE AMERICAN BAR ASSOCIATION (ABA/LSD)

The Law Student Division of the American Bar Association is the largest national law student organization in the country. ABA/LSD affords students an opportunity to meet students from other law schools through symposia, conferences and participation on committees of the ABA. ABA/LSD also hosts a number of programs, including the National Appellate Advocacy Competition and Client Counseling Competition.

PHI ALPHA DELTA

Phi Alpha Delta (PAD) creates a forum for dialogue among law students, practicing attorneys and judges. This opportunity provides students with practical information and legal skills outside the curriculum. PAD encourages professional growth through programs designed to cope with the stresses of law school, secure employment, make valuable professional contacts, develop leadership skills, and increase awareness of ethical and other professional obligations.

PUBLIC JUSTICE FOUNDATION

The PJF is the Law School's Public Interest Law Student Organization. The objectives of PJF are to raise awareness about public sector law practice by facilitating student employment in the area and to expose the law school community to important legal issues through debate and discussion.

The PJF holds various fund-raisers, including the annual service auction. The auction is the principal fund-raiser, and all of the money raised provides summer fellowships for Hofstra Law students. These fellowships enable the recipients to take low or non-paying jobs in the public sector that they otherwise would be unable to accept due to financial constraints.

The PJF also has sponsored debates on prisoners' rights, the policy and constitutionality of "hate crimes," the Clarence Thomas nomination, and most recently, "Clintonomics."

R.E.A.C.H.

In 1994 a R.E.A.C.H. (Research, Education and Advocacy to Combat Homelessness) chapter was established at Hofstra School of Law. The R.E.A.C.H. project is a nonprofit, student-run organization that provides advocacy for homeless persons as well as legal support for community-based groups and organizations which work on homelessness and low-income housing issues.

R.E.A.C.H. activities have included a successful food and clothing drive to provide help for needy people, as well as an educational forum dealing with issues affecting the homeless. Judge William Erlbaum, a criminal court judge in New York City, served as the keynote speaker at the forum. Hofstra has been awarded a grant from The New York Bar Foundation for the further development of its R.E.A.C.H. project. R.E.A.C.H. received the New York State Bar Association Law Student *Pro Bono* Award for 1996.

REPUBLICAN LAW STUDENTS ASSOCIATION OF NEW YORK, HOFSTRA LAW SCHOOL CHAPTER

The Hofstra Law School Chapter of the Republican Law Students Association of New York (RLSA) is dedicated to providing opportunities to its members in the academic, professional, political and social arenas.

The RLSA sponsors services such as a big brother/sister program, case briefing workshop, legal writing workshop and examination preparation seminars. Alumni and other attorneys serve as guest lecturers on topics ranging from interviewing techniques to preparing for the bar examination. The RLSA also fosters opportunities for its members to become involved in election campaigns and has a tradition of facilitating internships with judges and other elected officials.

The Board of Advisors of the Hofstra Chapter is composed of attorneys, government and judicial officials, and prominent citizens. They provide guidance for the organization and foster employment contacts.

The RLSA annually sponsors the state association's John Charles Fremond Memorial Dinner where awards are given to leaders in politics and law. All students are welcome to participate in the services offered by chapters of the RLSA throughout the state.

SPORTS AND ENTERTAINMENT LAW GROUP

The Sports and Entertainment Law Group, founded in the spring 1994 semester, functions to attract speakers and provide an open forum for students interested in all aspects of sports and entertainment law.

The group consists of a ten-person steering committee and attracted the interest of more than 70 students upon its inauguration. The group also seeks to organize industry trips, compile key judicial opinions and assist students with job searches.

STUDENT BAR ASSOCIATION

The Hofstra Student Bar Association is the Law School's form of student government. The SBA is composed of 16 people, four officers and 12 representatives (four from each year). The first-year class elects its representatives during September. All other positions are filled in March.

The SBA functions to allocate the student activity fee to different clubs, coordinate club activities, act

as the liaison between the students and faculty, publish the school newspaper and provide some social unctons.

TRIAL ADVOCACY CLUB

The goal of the Trial Advocacy Club is to promote and encourage student interest in trial advocacy. In addition to inviting practicing trial attorneys to speak at the Law School on litigation techniques and strategies, the club sponsors a series of trial skills workshops designed to provide students with a noncompetitive forum in which to practice and develop their trial skills. Students participate in all phases of a trial and receive feedback from both faculty members and peers. Club membership is open to all students.

ADMISSION

The Admissions Office of the School of Law is open Monday through Friday from 9 a.m. to 5 p.m., except on holidays. Information may be obtained by telephone during business hours. The number is (516) 463-5916.

REQUIREMENTS FOR ADMISSION

An applicant must be a graduate of an approved college or university and must file proof that he or she holds an accredited bachelor's degree after a course of study at that institution. A student may, however, file for admission on the basis of three years of undergraduate work, provided that he or she is working toward a bachelor's degree and will have been awarded it prior to the start of lectures at the School of Law. No specific undergraduate course of study is required.

The structure of the admissions process is designed to ensure that applications are given a personalized review. The faculty admissions committee exercises great care in evaluating all facets of applications. The LSAT and undergraduate record, although important, are not determinative. Other factors include the applicant's trend in grades, work experience or extracurricular activities, and recommendations. Factors other than the LSAT and undergraduate record are particularly significant for older applicants and for those whose history demonstrates educational disadvantages.

ADMISSION PROCEDURE

Applications for admission must be submitted on the Law School's official application form. Additional

UNEMPLOYMENT ACTION CENTER

In August 1991 Hofstra Law School became the fourth host school to have a chapter of the Unemployment Action Center, Inc. (U.A.C.). The U.A.C. is a nonprofit, student-run corporation that offers free advice and representation to persons denied unemployment benefits. The Hofstra School of Law U.A.C. Chapter has approximately 50 student advocates each semester, each of whom takes at least one case. The Unemployment Action Center received the New York State Bar Association Law Student *Pro Bono* Award for 1992.

forms, such as the one found in this catalog, are also available from the School of Law, 121 Hofstra University, Hempstead, New York 11549-1210. Hofstra University School of Law also participates in Law Multi-App. You may complete your application to the Law School on your computer by using this software program in Windows.

The School of Law will begin to accept applications for the fall semester from the first of October prior to the September in which an applicant seeks to be admitted. Applications are processed on a modified rolling admissions basis. Therefore, it is advisable to see to it that the application and related materials are completed as soon as possible. The deadline for filing applications is April 15. Personal interviews are not part of the regular admissions process. We do, however, read personal statements submitted by applicants. In addition, we give substantial weight to recommendations from responsible people who know the applicants and who are prepared to vouch for them as a matter of personal judgment.

The steps in the admission procedure are as follows:

1. Send a completed application directly to the School of Law. Complete the postcards and labels.
2. Include a check or money order in the amount of \$60, payable to the order of Hofstra University, in payment of the application fee. This fee is not refundable, is not credited toward tuition, and is not applicable toward the fee for the LSDAS.
3. Include a personal statement, which must be completed for the application to be processed.

4. Arrange for the School of Law to receive a completed evaluation form and one letter of recommendation. Additional references are not required but are encouraged.
5. Register with LSDAS and supply it with the data requested.
6. Arrange to take the LSAT. You need not wait until you have taken the LSAT to make formal application to the School of Law. Application forms for the LSAT are available at the School of Law or can be obtained by writing directly to:

Law Services

Box 2000

Penn Street

Newtown, Pennsylvania 18940-0998

Applications are reviewed periodically throughout the winter and early spring months, and applicants are notified of the decisions reached on a continuing basis. Acceptances can be made only by the Dean in writing, and no one is authorized to make any representation regarding the status of an application or the likelihood of an acceptance.

A limited number of highly qualified applicants who are not immediately accepted will be given the opportunity to be placed on our waiting list.

TRANSFER STUDENTS

A select number of students who achieve high academic standing at other accredited law schools may be eligible for admission with advanced standing to the Hofstra School of Law. Credit for courses previously taken will be determined by the Dean's Office. Transfer applicants are required to go through the regular application process (including LSDAS), indicating on their application forms that they are applying as transfer students. Letters of recommendation must include a dean's recommendation from the last law school attended indicating that the applicant is in good academic standing and is eligible to return to that law school. No decision will be made on any transfer application until transcripts of all prior law study have been received. Admission with advanced standing will be granted only in August, and no more than one year's credit for previous law study will be allowed. The transfer application fee is the same as the regular law school application fee.

VISITING STUDENTS

A limited number of non-Hofstra students may be eligible for admission as visiting students. Applications are available from the School of Law Office of Admissions and must be accompanied by the regular law school application fee.

Hofstra students who wish to visit at another law school must receive written permission from the Senior Assistant Dean for Student Affairs. Permission will be granted only in the most extraordinary circumstances, and the student must meet all Hofstra requirements for graduation.

LAW SCHOOL ADMISSION TEST

All applicants for admission are required to take the Law School Admission Test, which is administered by Law Services four times a year at various test centers throughout the United States as well as in foreign countries. For information write to:

Law Services

Box 2000

Penn Street

Newtown, Pennsylvania 18940-0998

Applicants are advised to take the LSAT as early as possible.

LAW SCHOOL DATA ASSEMBLY SERVICE

The School of Law participates in the Law School Data Assembly Service (LSDAS) developed by the Law School Admission Council. The LSDAS greatly simplifies both the application and the admission procedures at the School of Law.

A transcript for each college or university attended should be sent directly to: LSDAS Law Services, Box 2000-C, Newtown, Pennsylvania 18940-0994

LSDAS will analyze the transcripts and send a copy to this law school and others that have been designated on the registration form. If the application is accepted by this law school, the applicant must submit a final transcript directly to the School of Law before matriculation showing the degree conferred and the date.

Note: Registration with the LSDAS neither constitutes application for admission to the School of Law nor enables one to take the LSAT. Application to law school must be made by filing the appropriate papers with each school. To register for the LSAT, candidates must submit the LSAT Registration Form and fees.

TUITION AND FEES

An applicant for admission who has been accepted must pay a first deposit of \$250 (see schedule that follows) to secure a position in the incoming class. The deposit is not refundable after April 1, but will be credited toward payment of first-year tuition. Additionally, a second deposit of \$600 is

due by June 1. This second deposit is not refundable after July 1. This second deposit will also be credited toward payment of first-year tuition.

Applicants who are accepted are urged to send in their first deposit by return mail, because until we have received the deposit, the applicant's place in the School of Law cannot be assured. Any delay in sending the deposit, therefore, may result in acceptance of another applicant (in which event the late deposit will be returned).

Tuition for the first semester must be paid by the date indicated on the bill. Failure to make timely tuition payment, or to make alternate arrangements satisfactory to the Office of Student Accounts, will result in forfeiture of the student's place and selection of another candidate.

Tuition and fees for each semester thereafter must be paid in full prior to the start of lectures as directed by the Office of Student Accounts at the University. (For the remission policy, see Withdrawal from the School of Law, in the Course of Study section.)

Students applying for University-owned housing must pay a prepayment housing fee of an additional \$100 to be considered for such accommodations.

It is estimated that the cost for new casebooks, which may be obtained at the University Bookstore, will be \$600. Used copies may be substituted.

REACTIVATING ADMISSION FILES

Applicants who have applied for admission within the past three years may file a written request that such applications be reactivated for consideration. An application fee of \$60 must accompany the request. Such applicants must update the file, may submit additional recommendations, and must arrange for their LSDAS subscription to be active.

APPLICATION FEE must accompany the application form; not credited to tuition.....	\$60.
Deposit upon acceptance; credited to tuition.....	\$250.
Second deposit due by June 1; credited to tuition.....	\$600.
Tuition, per semester	\$10,900.
Tuition, Trial Techniques Program (optional January course, see page 36)	\$800.
Deferred tuition payment fee, per semester	2% for
Activities Fee, per semester	\$30.
Health Center Fee, per semester	\$50.
Summer Externship Fee*	\$500.
University Fee, per semester	\$125.
Transcripts, each	\$2.
University-owned housing:	
Rent: per semester or per six-month lease, depending upon accommodations selected.....	\$1995.-\$3600.
Organization of Resident Students Fee	\$5.
Board, per semester, depending upon meal plan selected	\$495.-\$1350.
Prepayment Housing Fee; credited to the first semester bill	\$100.
Sickness Insurance Fee, per semester	\$53.
Breakage Deposit — University-owned housing.....	\$100.
(Payable each academic year and refundable at the end of each academic year, less breakage charge, if any.)	

*If other courses are taken during the same summer session, the student must pay the prevailing per credit tuition rate for the summer externship as well as for other summer courses.

The University reserves the right to change its tuition and fees at any time, and it is likely that tuition will increase each year.

CAREER SERVICES

The Office of Career Services (OCS) moved into its new state-of-the-art facilities in the Joan Axinn Hall in May 1997. The staff of seven professionals in OCS is dedicated to providing students and alumni/ae with the most comprehensive career planning services and the most up-to-date information and techniques for job searching. Our goal is to offer all the support, advice and resources necessary to ensure that our graduates launch satisfying and challenging legal careers consistent with their interests, skills and values.

The process begins with fundamental training – perfecting the resume and cover letter and mastering the career researching, networking and interviewing skills critical to securing satisfying legal employment. Next, we focus on educating students regarding the full range of career alternatives and the exciting variety of legal specialties open to today's professionals. Finally, we endeavor to expand the career opportunities available to our students and alumni/ae through a wide variety of development initiatives.

Senior Assistant Dean Caroline Levy, a 1980 graduate of the Law School, came to Career Services in February 1998, after 17 years of practice in both the public and the private sectors. As a former President of the Women's Bar Association of the State of New York, a Suffolk County Delegate to the New York State Bar Association House of Delegates, and a Director of the Suffolk County Bar Association, Dean Levy is well known as an active participant in the statewide and local legal communities. Director of Career Services Diane Schwartzberg is an invaluable resource who has more than 17 years of experience in career counseling at the Law School. She maintains a comprehensive network of contacts with Hofstra graduates. The Director of Public Sector Career Services administers a comprehensive career planning program for students interested in that area, both during and after law school. New in 1998 is a Coordinator of Externship and *Pro Bono* Programs, who will oversee those two growing areas. Using its talented staff of professionals, the Office of Career Services works closely with students every step of the way – from researching a burgeoning area of law practice to developing contacts with attorneys in the area, to polishing the resume and cover letter, to providing last-minute advice before a crucial interview. Whether a student is in search of a part-

time job, externship for credit, summer employment, a *pro bono* project or a permanent position following graduation, the resources and facilities of the Office of Career Services are designed to facilitate the job search process. We engage in a year-round effort to solicit employment opportunities nationwide for our students and graduates and to provide ample information and education regarding these job opportunities.

Students and alumni/ae are encouraged to regard the Office of Career Services as their own personal "office away from home." Three computers, a LaserJet printer, a typewriter and a telephone are dedicated exclusively to the use of students in the job search process. Students also have access to a facsimile machine to dispatch and receive employment-related correspondence. Videotaping equipment is available to record all Office of Career Services panels, as well as to provide one-on-one interviewing skills training sessions conducted by Maureen Regan, a communications expert with 15 years of experience in coaching attorneys and law students.

Students have the benefit of the latest technological advances in the career researching process. They receive special instruction in the use of computerized databases such as LEXIS and WESTLAW and a roster of relevant websites to assist them with the job search and to prepare for interviews. The Office of Career Services maintains a Resource Center that houses an extensive collection of reference books, directories, articles, specialty area bibliographies, newsletters and periodicals concerning career alternatives for law school graduates. The office also has an extensive audiotape and videotape library available for overnight borrowing by students and alumni/ae. To keep students apprised of job opportunities, internships, fellowships, job fairs and other special events, the Office of Career Services publishes *Career Connections*, a weekly newsletter. Announcements of special events are circulated to all students and are continually updated. Bulletin boards provide the latest job searching news and information. Numerous booklets and handouts are prepared to aid in all aspects of the job search process, and new publications are provided to students throughout the year.

The On-Campus Recruitment Program is one of the most visible services provided by the Office of Career Services. This program enables many second-

and third-year students to interview on the Hofstra Law School campus with representatives of law firms, government agencies, public interest organizations, accounting firms and corporations. Other New York City firms choose to interview Hofstra students in Manhattan, at reserved rooms in the University Club. Those employers who do not participate in the On-Campus or University Club Programs often elect to take part in the Resume Referral Program. These employers circulate hiring criteria through the Office of Career Services; students' resumes are collected and forwarded to the participating employers, who then arrange interview schedules at their offices.

In 1998, the Office of Career Services initiated a spring on-campus recruitment and resume referral program for small to medium firms. Hofstra students are also eligible to participate in the Public Interest/Public Service Legal Career Symposium sponsored by New York University Law School each February. The 1998 Symposium gave students the opportunity to submit resumes to 140 employers, a record number.

In addition to providing our students with access to the widest possible array of employment opportunities, we endeavor to educate students regarding the wide variety of career alternatives available to law school graduates. The Office of Career Services sponsors two informational career fairs each academic year, which give students the opportunity to meet informally with alumni/ae practicing in a wide variety of areas. The Private Sector Career Fair, representing more than 25 specialty areas, is held in the fall, and the Government and Public Interest Career Fair takes place in the spring. In addition to having the opportunity to discuss legal career alternatives with practitioners, students are provided with bibliographies for career researching, articles and other helpful information at the Career Fairs. Throughout the year the Office of Career Services sponsors numerous panels on diverse areas of practice, including corporate and transactional practice and complex commercial litigation at large law firms as well as legal careers in prosecution and other areas of law enforcement. A comprehensive Judicial Clerkship Program provides information and assistance to students interested in

pursuing this valuable postgraduate work experience.

The Office of Career Services provides seminars and workshops in practical job searching skills, including resume and cover letter writing and a three-part job strategy workshop with instruction in networking techniques. The Office of Career Services endeavors to work closely with student groups to provide programming responsive to the needs of all students. Special panels on career issues for women and people of color bring students together with alumni and bar association leaders to discuss critical career topics. The Student Advisory Committee allows students to participate in developing new programs and services; in the past, the Committee has organized a highly successful series of round table dinners in sports and entertainment law, criminal law, matrimonial law, corporate law and other specialty areas in both the public and private sectors.

Hofstra Law School graduates routinely secure positions with leading private law firms, corporations, federal, state and local government agencies (including prosecutors' and defenders' offices and judicial clerkships), academic institutions and public interest organizations.

Members of the Class of 1997 successfully obtained employment in a wide range of practice settings. Ninety-five percent of the respondents seeking employment* in the Class of 1997, secured positions within six months of graduation. The employment choices of members of the Class of 1997 reflect current trends nationally in the career paths of new law graduates:

Private Practice	75%
Business and Industry	11%
Government Agencies	
(city, state, federal)	7%
Judicial Clerkships	2%
Public Interest Organizations	5%

*The respondent group constituted 90 percent of all members of the class.

SCHOLARSHIPS AND FINANCIAL AID

SCHOLARSHIPS

The Mitchell B. Adler Memorial Scholarship

This endowed scholarship has been established by the family and friends of the late Mitchell B. Adler, Class of 1976.

The Bertram D. Brettschneider Endowed Distinguished Academic Scholarship in Law

This scholarship has been established in memory and honor of Professor Bertram D. Brettschneider. It is awarded to an entering law student who has financial need and outstanding academic credentials and who displays intellectual curiosity and analytic clarity, which were the hallmark of Professor Brettschneider's work.

The Barbara and Maurice A. Deane Distinguished Academic Scholarship in Law

This endowed scholarship has been established by Barbara and Maurice A. Deane to provide a full-tuition scholarship for a law student of superior academic standing.

The Jonathan Falk Memorial Scholarship

This endowed scholarship has been established in honor of the late Jonathan Falk, Class of 1977, by his family, friends, classmates and the law firm of Jackson, Lewis, Schnitzler and Krupman.

The Commissioner Monica Gollub Endowed Memorial Scholarship

This endowed scholarship, established by the Gollub family in memory of Monica Gollub, a Commissioner of the New York State Workers' Compensation Board, is designated for a meritorious student who cannot attend law school without financial assistance.

The Milton M. Gardner Endowed Scholarship

This endowed scholarship has been established by the family and friends of Milton M. Gardner for a law student who has financial need and outstanding academic performance.

The Dwight L. Greene Memorial Scholarship

This endowed scholarship has been established

by the Hofstra University School of Law and the law firm of Davis Polk and Wardwell and family, friends and colleagues, in memory of Professor Dwight L. Greene. This scholarship is awarded each year to an entering law student who is committed to the ideals of equality, justice, diversity and excellence, to which Professor Greene devoted his life's work.

The David K. Kadane Fellowship in Public Interest Law

This scholarship has been established by the faculty and administration to assist students committed to a career in public interest law.

The LALSA Alumni Endowed Scholarship

This scholarship fund has been established by the alumni of the Latino Law Students Association to support the legal education of Latino students in attendance at Hofstra.

The Lester Fortunoff Memorial Scholarship

This scholarship has been established by Alan Fortunoff and Fortunoffs in memory of Lester Fortunoff. The scholarship is awarded to a student or applicant with superior academic credentials.

The Blanche E. Jeffery Endowed Scholarship

This endowed scholarship has been established by the Jeffery Family Foundation. It is awarded to a female student of superior academic standing.

The John J. Regan Memorial Scholarship

This scholarship has been established by the Hofstra School of Law, family, friends and colleagues in memory of Professor John J. Regan, a former Dean of the Law School. It honors Professor Regan, who was a brilliant teacher, nationally recognized scholar and esteemed member of the Hofstra Law community. This endowed scholarship is awarded each year to a law student with outstanding academic credentials.

The Arthur D. Sanders and Jerry Spiegel Endowed Scholarship

This endowed scholarship has been established by Arthur D. Sanders and Jerry Spiegel for a law student who has financial need and outstanding academic achievement.

The Lawrence C. Schoen Scholarship in Memory of Howard H. Born

This endowed scholarship has been established by Lawrence Schoen in memory of Howard H. Born to provide a full-tuition scholarship for a law student of superior academic standing.

The Justice Raymond L. Wilkes Memorial Scholarship Fund

This endowed scholarship fund has been established in honor of the late Justice Raymond L. Wilkes, by a committee of his friends. A number of awards are presented to needy and talented students in support of their enrollment in the Trial Techniques Program.

The Eugene M. Wypyski Memorial Scholarship

This scholarship has been established by the Hofstra University School of Law, family, friends and colleagues in memory of Professor Eugene M. Wypyski. It honors Professor Wypyski, who was a prominent law librarian, excellent teacher, nationally recognized scholar and an esteemed member of the Hofstra Law Community. This endowed scholarship is awarded each year to a law student with outstanding academic credentials.

The 100 Black Men Nassau/Suffolk, Inc., Scholarship

This endowed scholarship, established by the members of 100 Black Men Nassau/Suffolk, Inc., supports the legal education of black students in attendance at Hofstra.

The Edward Arthur Bergida Scholarship

The Martin A. Frankel Memorial Scholarship

The Martin Granirer Memorial Scholarship

The Herman Hillman Memorial Scholarship

The Law Review Scholarship Fund

The William F. Levine Scholarship

The Lubov Family Scholarship

The Patricia F. Moore Endowed Scholarship

The Walter Sackur Scholarship

The Deborah Sloyer Memorial Scholarship in Trial Advocacy

The Edward J. Speno Memorial Scholarship

The Gerald G. Wright Scholarship

LOAN REPAYMENT ASSISTANCE PROGRAM

The purpose of this program is to forgive a portion of the educational debt for eligible graduates who work in public interest jobs. Graduates who meet the income and employment eligibility requirements receive assistance, which at present is limited to forgiving a portion of outstanding Hofstra University School of Law loans.

FINANCIAL AID THROUGH THE SCHOOL OF LAW

Many options exist to manage the cost of attending law school. Students typically rely on a combination of loans, grants, help from families and their own savings to pay for law school. The Financial Aid Office assists each student to determine appropriate sources to obtain sufficient funding to bridge the difference between the cost of attending Hofstra and each individual's available resources. Financial aid may be awarded in the form of grants and/or loans. All loans and grants are offset against tuition. Hofstra University School of Law tries to distribute financial awards to all needy students. As a result of the heavy demand for financial aid, an applicant should not expect (regardless of the applicant's need) that the School of Law will provide total support for the tuition and/or living expenses of any individual student.

All applicants for financial aid must complete the following forms:

1. Free Application for Federal Student Aid (FAFSA). This analysis is used to determine eligibility for federal loans.
2. Hofstra University School of Law Financial Aid Application. This form is a request for financial aid from institutional funds.
3. Need Access Diskette – This analysis is used to determine eligibility for institutional aid.

The FAFSA should be filed as soon as possible after the admission application has been submitted so that if a favorable admission determination is made, the financial aid application can be reviewed promptly. After the FAFSA is filed, the student will receive a Student Aid Report. This must be checked for accuracy. Each student will be advised as to eligibility for institutional funds and federal and private loans. The following are some possible sources of financial aid for which the student may be eligible.

THE FEDERAL FAMILY EDUCATION LOAN PROGRAM

This loan program enables a student to borrow directly from a bank, credit union, savings and loan association, or other participating lender who is willing to make the educational loan. One may apply for a loan if enrolled or accepted for enrollment.

SUBSIDIZED FEDERAL STAFFORD STUDENT LOANS

The student must establish eligibility for this loan on the basis of financial need as determined by current federal regulations. A full-time graduate or professional student may borrow up to \$8,500 a year. Students who receive this loan are eligible for federal interest benefits, that is, the federal government will pay the interest for them until they must begin repaying the loan.

UNSUBSIDIZED FEDERAL STAFFORD LOANS

The Unsubsidized Federal Stafford Student Loan is a non-need-based loan. A full-time graduate or professional student may borrow \$8,500 per year minus the amount of a Subsidized Stafford Loan plus \$10,000. The program replaces the Federal Supplemental Loan for Students, effective July 1, 1994. Interest accrues during in-school, grace and deferment periods and must be paid monthly or quarterly, or may be capitalized no more frequently than quarterly or once at graduation. The repayment period for these loans begins following a six-month grace period after the in-school period.

FEDERAL PERKINS LOAN

Perkins Loans are based on need and are contingent upon the amount of federal monies received annually by the University. Under the regulations of this program, undergraduate students receive priority consideration for available funds. A maximum of \$1,000 may be borrowed each academic year with a maximum allowable debt for undergraduate and graduate study of \$12,000. No interest is charged or repayment of principal required until six months after the recipient ceases to be at least a half-time student. When repayment begins, 5 percent simple interest is charged and regular quarterly payments must be made to the University.

COLLEGE WORK-STUDY PROGRAM (CWS)

The College Work-Study Program provides funds for jobs for students who have financial need and

who must earn a part of their education expenses. Incoming first year law students may not participate in this program.

NEW YORK STATE TUITION ASSISTANCE PROGRAM (TAP)

These grants are awarded by the State of New York to New York State residents who are in full attendance at colleges or universities located in the State of New York. Awards range from \$100 to \$1,200 per year, based on New York State net taxable income. This program is subject to funding by New York State.

THE ACCESS GROUP PROGRAM - LAL LOAN LAWLOANS PROGRAM - LSL LOAN KEY EDUCATION RESOURCES - LAW ACHIEVER LOAN

Law students can obtain Federal Stafford loans through the ACCESS GROUP PROGRAM, the LAWLOANS Program or the Key Education Resources Program, even if they have outstanding Stafford Loans from another financial institution. In addition to these loans, students may also take a private LAW ACCESS LOAN (LAL), a LAWLOANS (LSL) or a Key Education Resources Law Achiever Loan for additional funding IF THE STUDENT HAS AN ACCEPTABLE CREDIT RATING.

Filing the FAFSA does not constitute applying for a loan. A separate application for loans must be made. Applications are available from banks, credit unions, savings and loan associations, The Access Group, LAWLOANS and the Key Education Resources program. *All loan applications must be submitted to the Law School Financial Aid Office.* The prompt filing of all forms and applications will ensure that loans will arrive in time to make tuition payments.

Financial aid is contingent upon maintaining satisfactory academic progress. The qualitative and quantitative guidelines for meeting standards of satisfactory progress are the same as those defined in the Academic Regulations for the School of Law.

VETERANS' BENEFITS

Funds for educational purposes are available to veterans of the Armed Forces. Hofstra School of Law is approved by the New York State Education Department for the training of veterans. Further information can be obtained from the Veterans' Representative at Hofstra.

HONORS, PRIZES AND AWARDS

Dean's List: A student who has earned a yearly grade point average placing him/her within the top 15 percent of his/her class, is placed on the dean's list for that academic year. This designation is awarded after the spring semester of each year and includes summer school grades for the preceding summer.

Graduation With Distinction: A student who graduates with a cumulative grade point average placing him/her within the top 10 percent of his/her graduating class, is graduated "with distinction." This notation appears on both the student's diploma and academic record. The graduating class is ranked at the completion of the spring semester.

Outstanding Scholastic Achievement Book Award is awarded to the student in each class who has achieved the highest yearly grade point average. This designation is awarded after the spring semester of each year and includes summer school grades for the preceding summer.

The Corpus Juris Secundum Award is presented by The West Publishing Company to the first year students who have received the highest grade in each section of civil procedure, contracts, criminal law, torts and property.

The following prizes and awards are available annually to members of the graduating class:

Maurice A. Deane Diploma is awarded to the graduating student with the highest cumulative grade point average of his/her graduating class. This designation appears on both the student's diploma and academic record.

Outstanding Law Student Award is awarded to the graduating student who, in his/her three years at the Law School, has shown a combination of those qualities and abilities which are the ideals of the legal profession.

Hofstra Service to the School Award is awarded to a graduating student who has, in a variety of academic and nonacademic undertakings, contributed to the progress and welfare of the school.

The Columbia Society of Real Estate Appraisers awards a cash prize to the student for outstanding performance in real estate law.

The Gina Maria Escarce Endowed Memorial Award. The family and friends of Gina Maria Escarce, Class of 1988, have established this endowed scholarship in her memory. The scholarship is awarded to the graduating student who has contributed the most to the learning and understanding of difficult legal concepts by posing questions in class and participating in class discussions.

The American Academy of Matrimonial Lawyers Award is awarded to a graduating student for excellence in the study of Family Law.

The Deborah Sloyer Memorial Scholarship in Trial Advocacy is awarded to a graduating student for excellence in courses in trial and appellate advocacy.

The William F. Levine Award is a cash prize awarded to an outstanding graduate in the trial court program.

Award for the Advancement of Women in the Law is a cash award given by the Suffolk County Women's Bar Association to a graduating student who has advanced issues important to women in the practice of law within her law school community and her local community.

The George and Sadie Krulik Award is awarded for outstanding performance in Advanced Trial Advocacy.

The Nassau County-Suffolk County Trial Lawyers' Section of the Nassau County and Suffolk County Bar Associations awards a cash prize to an upper-class student who has excelled in moot court competition and the trial advocacy program.

The Judge Edward Hart Memorial Scholarship for Excellence in Trial Advocacy is awarded to a graduating student who has shown outstanding talents in the area of trial performance.

The Stephanie E. Kupferman Juvenile Justice Endowed Scholarship is awarded to a graduating student who has exhibited a commitment to protecting the rights of children and the pursuit of juvenile justice.

The Leon Stern Memorial Prize for Excellence in the Study of Criminal Law is awarded to a graduating student by the Criminal Courts Bar Association of Nassau County, for excellence in the study of Constitutional and Criminal Law.

The Benjamin Weintraub and Alan N. Resnick Bankruptcy Law Award, endowed by Charles H. Weintraub, Esq., is awarded to a graduating student

who has demonstrated academic excellence and commitment to future professional contribution in the field of bankruptcy law.

Annual Graduation Awards are given for excellence in the following areas of study: Advocacy and Litigation, Bankruptcy Law, Clinical Law, Commercial Law, Constitutional Law, Corporate and Securities Law, Criminal Law, Environmental and Natural Resources Law, Estate Planning Law, Family Law, Health Law, International Law, Labor and Employment Law, Procedural Law, Property Law, Tax Law and Torts Law.

ABOUT HOFSTRA UNIVERSITY

Hofstra University is an independent, nonsectarian, coeducational institution in Hempstead, New York, on suburban Long Island, 25 miles east of Manhattan. Dedicated at its founding in 1935 to providing a strong foundation in the liberal arts and sciences, Hofstra offers its students a great range of undergraduate, graduate and professional programs. Students have come from 41 states in the country and from 56 foreign lands to earn their bachelor, master, law or doctoral degrees, or a professional or advanced study diploma at Hofstra. The main academic divisions are the Hofstra College of Liberal Arts and Sciences, the School of Communication, the Frank G. Zarb School of Business, the School of Education and Allied Human Services, New College of Hofstra, University College for Continuing Education, the School of Law and the School for University Studies. Hofstra is also the site of a federal courthouse for the Eastern District of New York. The University's campus includes approximately 130 buildings on 240 acres.

The Hofstra School of Law is fully accredited by the American Bar Association and the Association of American Law Schools.

The School of Law is located in an air-conditioned, three-level building, designed to be in harmony with the brick neoclassic buildings on the south campus. In the Law School's Moot Courtroom, designed to simulate actual courtroom conditions, students view and criticize their own moot court practice through the use of advanced audiovisual equipment, including remote-control, closed-circuit television cameras and recording devices.

An expansion to the School of Law has added significant library space, including student study group rooms and computer labs, additional seminar

rooms, and a plaza that is conducive for informal student gatherings and for social functions.

A new building, Joan Axinn Hall for Clinical Law Programs, has been constructed directly across the street from the Law School and houses the clinical programs and the new Office of Career Services. The new clinical programs facility provides state-of-the-art student study space, a hearing room, conference room, faculty offices and interview rooms. The new Career Services wing offers expanded space for interview rooms, resource rooms and a career services library.

Students with disabilities have ready access to all parts of the building through the use of gradually sloped internal and external ramps and an elevator.

Of the total University student body of approximately 12,000, graduate students represent approximately 3,300, including approximately 825 law students.

The University's undergraduate programs span some 105 specializations. The degrees conferred are Associate in Applied Science, Bachelor of Arts, Bachelor of Business Administration, Bachelor of Engineering, Bachelor of Fine Arts, Bachelor of Science and Bachelor of Science in Education.

Master's degrees may be earned in 95 specializations in the liberal arts, education, business administration and science in education. Programs are offered in business and education leading to professional and advanced study diplomas and certificates. Doctoral programs lead to the Ph.D. in School-Community Psychology for the Working Psychologist; Applied Research and Evaluation in Psychology; Reading, Language and Cognition; the Ed.D. in Educational Administration and Reading; and the Psy. D. in School-Community Psychology. The

School of Law confers the Juris Doctor degree.

Of a total of some 1104 faculty, 461 are full-time. Ninety percent of full-time faculty hold the highest degrees in their fields.

CAMPUS ACTIVITIES

Athletics and Recreation: Hofstra offers an extensive intercollegiate and intramural sports program as well as recreational facilities in the Physical Fitness Center. An olympic-sized swimming pool is available for student use.

Conferences: The Hofstra University Cultural Center organizes and sponsors conferences on a variety of subjects. Beginning in 1982, the Presidential Conference series has focused on the presidents who have held office since the formation of Hofstra University. The conferences have examined the presidencies of Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson, Richard M. Nixon, Gerald R. Ford, Jimmy Carter, Ronald Reagan and George Bush.

Films: The Student Center Theater screens many feature films during the academic year, and there are other film events presented by various departments during the year.

Fine and Performing Arts: Hofstra is outstanding in these areas with its performances far above usual college standards. Each year a formal program of plays, operas, operettas and concerts is held, reaching a climax each spring with the nationally known Shakespeare Festival and the Festival of the Arts. Law students with musical interests are welcome to audition for the University's Concert Band, Orchestra, Collegium Musicum, Mixed Chorus, Opera Theater, and the Music Repertory Company Jazz Ensemble. The Emily Lowe Gallery mounts some eight exhibitions a year and, while not large, has an international reputation.

Calkins Hall has a student art gallery. The Joan and Donald E. Axinn Library occasionally has art exhibitions, while its Filderman Gallery stages about five exhibitions a year of rarities and fine book art.

Language Laboratory: This laboratory has every modern facility to help a student practice or brush up on a foreign language.

Library: In addition to the Law Library of more than 400,000 volumes, the Joan and Donald E. Axinn Library, which won four major awards the year it opened (1967), lends itself to reading for pleasure or special interest. Main stacks are open; there are more than 1.4 million volumes. A Periodicals Department and a highly varied Special Collections Department may be explored in comfortable reading rooms.

Student Center and Activities: The Student Center is

the social center, housing three restaurants, a bookstore and a Rathskeller, as well as meeting rooms, a theater and a Multipurpose Room for special events.

University Club: Law students are eligible for membership, currently \$100 per year. The club has a restaurant for lunch and dinner, bar and lounge, and sponsors special events from time to time.

HEALTH CENTER

Confidential medical care and confidential counseling services are provided to Hofstra students at the Hofstra University Health Center.

Health Services: All students are required to provide a physician's medical history and physical examination, which includes the New York State required proof of immunization against measles (two injections), mumps, and rubella. Care in the eight-bed medical facility is available 24 hours a day, seven days a week. Physicians are available on a daily basis and hours are posted. The gynecology clinic is conducted weekly without charge to the student. Nurses are always present and available for all emergencies, and a physician is on call at all times. If hospital care is necessary, transportation to a local hospital is provided by the Public Safety Department. In case of illness or if requested, overnight care is available in the Health Center.

Counseling Services: All services are completely confidential and, except for an emergency, information about a student is released only with his/her written consent. For further information, please call (516) 463-6793.

Neither medical nor psychological evaluation is part of a student's Hofstra record.

During the summer months the Health Center is open Monday through Friday from 9 a.m. to 5 p.m., and no overnight care is available. For further information, please call (516) 463-6745.

HOUSING AND PARKING

Housing: Housing for law students is available in three distinct living environments:

NETHERLANDS COMPLEX

Suites of two to four law or graduate students share a private bath and a lounge in houses designed for 50 residents. Students have the option of requesting super single accommodations. Super singles are double rooms assigned at a premium rate. This option has expanded during the past two years to meet increased student demand.

ALLIANCE TOWER

Students live in doubles, singles and super singles, in a traditional residence hall, on floors reserved for law and graduate students. All rooms open onto a

common corridor and share large common bathrooms.

TWIN OAKS APARTMENTS

Law and graduate students may lease one- or two-bedroom apartments on a six-month renewable lease. Twin Oaks is University-owned and operated. It is located one-half mile from the main campus. A Hofstra courtesy bus operates free of charge to transport students to and from the main campus and the Twin Oaks Apartments. The bus also makes daily trips to the train station for ease of access to the rest of Hempstead and New York City.

Accepted students interested in applying for University housing must complete a housing application and submit a \$100 prepayment fee. Assignments for housing are made according to the date each application is received. Further information may be obtained from the Office of Residential Life: (516) 463-6930.

Hofstra University encourages students to consider living on campus. However, students interested in other housing may come to the Office of Residential Life, 107 Student Center, to take advantage of the listings of available off-campus options not affiliated with Hofstra. Additional listings are posted on the

bulletin boards in the School of Law.

Parking: A limited number of parking spaces for students, faculty and staff are provided in designated areas. All vehicles must be registered with the Public Safety Office. Parking stickers, which are to be displayed on the front and rear of each vehicle, and a copy of campus vehicle regulations may be obtained at registration or at the Public Safety Office.

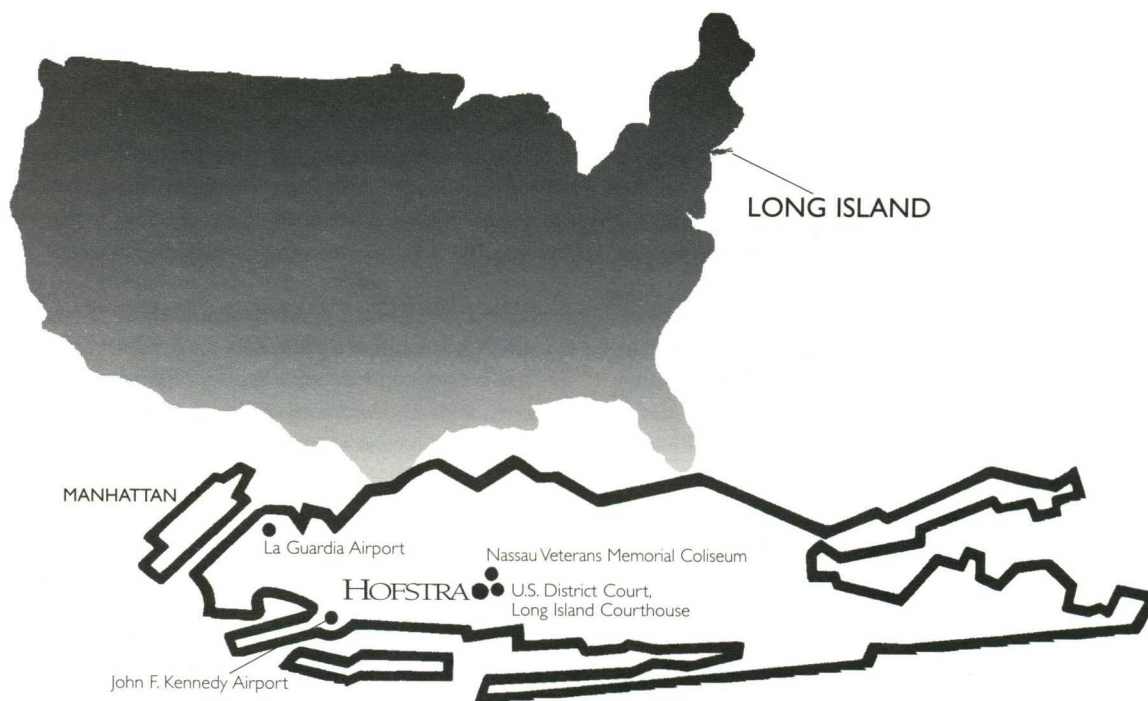
THE DIANE LINDNER-GOLDBERG CHILD CARE INSTITUTE

Children of Hofstra students are eligible to enroll in the Child Care Institute on campus. The facility offers infant day care as well as an educational program for children 2 to 5 years of age, Monday through Friday from 7:30 a.m. to 5:30 p.m. For further information please call (516) 463-5194.

HOFSTRA POLICY REGARDING COMMERCIAL VENDORS

It is Hofstra University School of Law policy that no student organization, without permission, may sponsor any group at the School of Law that solicits funds from students for products or services.

ROUTES TO HOFSTRA



ROUTES TO HOFSTRA, LONG ISLAND, NEW YORK

Hofstra Law School is located in Hempstead, Long Island, New York. The campus is situated approximately 25 minutes by car from either John F. Kennedy International Airport or LaGuardia Airport. By car, (1) travel on the Long Island Expressway to Exit 38; then south on the Northern State Parkway to Exit 31A; then south on the Meadowbrook State Parkway to Exit M4; and then west on Hempstead Turnpike to the campus; or (2) travel on the Southern State Parkway to Exit 22; then north on the Meadowbrook State Parkway to Exit M4; and then west on Hempstead Turnpike to the campus.

Hofstra may also be reached by the Long Island Rail Road to Hempstead (approximately 50 minutes from Manhattan).

ACADEMIC YEAR 1998-99***Fall Semester 1998**

Entering students participation in	Friday, August 14 and
Mock Jury Trials	Saturday, August 15, 1998
First-Year Orientation and	
Legal Methods begin	Wednesday, August 19, 1998
Second-Year Appellate Advocacy	
begins	Thursday, August 20, 1998
First-, Second-, and Third-Year	
classes begin	Monday, August 24, 1998
No classes	Monday, September 7, 1998
No classes	Monday, September 21 and
	Tuesday, September 22, 1998
No classes	Wednesday, September 30, 1998
No classes	Thursday, November 26 and
	Friday, November 27, 1998
Classes end	Monday, December 7, 1998
Reading day	Tuesday, December 8, 1998
Examinations	Wednesday, December 9 through
	Tuesday, December 22, 1998
Graduation	Sunday, December 20, 1998

Trial Techniques

Program begins	Sunday, January 3, 1999
Program ends	Tuesday, January 12, 1999

Spring Semester 1999

First-Year Legal Writing and	
Research begins	Monday, January 11, 1999
Classes begin	Tuesday, January 19, 1999
No classes	Monday, February 15, 1999
Monday schedule in effect	Tuesday, March 16, 1999
No classes	Monday, March 29 through
	Friday, April 2, 1999
Classes end	Tuesday, May 4, 1999
Reading day	Wednesday, May 5, 1999
Examinations	Thursday, May 6 through
	Wednesday, May 19, 1999
Graduation	Monday, May 24, 1999

Summer Session 1999

Classes begin	Monday, May 24, 1999
No classes	Monday, May 31, 1999
Monday schedule in effect	Tuesday, June 29, 1999
No classes	Monday, July 5, 1999
Classes end	Tuesday, July 13, 1999
Examinations	Wednesday, July 14 and
	Thursday, July 15, 1999

ACADEMIC YEAR 1999-2000***Fall Semester 1999**

Entering students participation in	Friday, August 13 and
Mock Jury Trials	Saturday, August 14, 1999
First-Year Orientation and	
Legal Methods begin	Wednesday, August 18, 1999
Second-Year Appellate Advocacy	
begins	Thursday, August 19, 1999
First-, Second-, and Third-Year	
classes begin	Monday, August 23, 1999
No classes	Monday, September 6, 1999
No classes	Monday, September 20, 1999
Monday schedule in effect	Tuesday, October 12, 1999
No classes	Thursday, November 25 and
	Friday, November 26, 1999
Friday schedule in effect	Wednesday, December 1, 1999
Classes end	Thursday, December 2, 1999
Reading day	Friday, December 3, 1999
Examinations	Monday, December 6 through
	Friday, December 17, 1999

Trial Techniques

Program begins	Monday, January 3, 2000
Program ends	Wednesday, January 12, 2000

Spring Semester 2000

First-Year Legal Writing and	
Research begins	Monday, January 10, 2000
Classes begin	Tuesday, January 18, 2000
No classes	Monday, February 21, 2000
Monday schedule in effect	Tuesday, March 14, 2000
No classes	Monday, April 17 through
	Friday, April 21, 2000
Classes end	Tuesday, May 2, 2000
Reading day	Wednesday, May 3, 2000
Examinations	Thursday, May 4 through
	Wednesday, May 17, 2000

* Calendar is subject to change
5/11/98

ADMINISTRATION AND STAFF

ADMINISTRATION

JAMES M. SHUART

B.A., M.A., Hofstra University
Ph.D., New York University
President of the University

HERMAN A. BERLINER

B.A., City College of New York
Ph.D., City University of New York
Provost and Dean of Faculties

STUART RABINOWITZ

B.A., City College of New York
J.D., Columbia University
*Dean and Andrew M. Boas and Mark L. Claster
Distinguished Professor of Civil Procedure*

M. PATRICIA ADAMSKI

B.A., University of Wisconsin
J.D., University of Virginia
*Vice Dean and Adolph J. and Dorothy R. Eckhardt
Distinguished Professor of Corporate Law*

YVONNE V. ATKINSON

*Paralegal and Office Manager
Community Legal Assistance Corp.*

BARBARA BIRCH

B.A., Binghamton University
Director of Law Alumni Affairs and Special Events

MARJORIE M. DANIELS

B.A., Syracuse University
Registrar

AMY ENGLE

B.A., Vassar College
M.B.A., Hofstra University
Assistant Dean for Admissions

JOHN FRANCIS

A.B., Lafayette College
J.D., American University
Supervising Attorney for the Criminal Justice Clinic

MARIE LEUCI

Administrative Assistant to the Dean

CAROLINE LEVY

B.A., Northwestern University
J.D., Hofstra University
Senior Assistant Dean for Career Services

NANCY MODELL

B.S., University of Bridgeport
M.S., City University of New York, Queens College
Assistant Dean for Financial Aid

GARY MOORE

B.S., Hofstra University
Director of Law School Information Systems

BARBARA T. PACE

B.A., Hofstra University
J.D., St. John's University
Senior Assistant Dean for Student Affairs

DIANE SCHWARTZBERG

Director of Career Services

SUSAN W. TIEFENBRUN

B.A., University of Wisconsin
M.S., University of Wisconsin (Sorbonne, Paris)
Ph.D., Columbia University
J.D., New York University
*Administrative Director of Law School International
Programs*

LILLI WEINGER

B.S., Brooklyn College
M.S., Brooklyn College
Development Associate

JUDITH M. WHITING

A.B., Barnard College
J.D., Cornell Law School
Supervising Attorney for the Housing Rights Clinic

STAFF

JALANINA BOOKER

*Senior Executive Secretary, Community Legal Assistance
Corp.*

MARIE C. BURNS

*Assistant to the Senior Assistant Dean for Student Affairs
and the Administrative Director of International Programs*

BARBARA CALVO-MORAN

Assistant to the Assistant Dean for Admissions

ELIZABETH CARRETTA

Executive Secretary

THERESA M. CLARK

Senior Executive Secretary, Career Services

JOYCE AMORE COX

Executive Secretary

ANNETTE DAVIS

*Senior Executive Secretary, Community Legal Assistance
Corp.*

MARY FAIR

Clerk Specialist, Registrar's Office

HEATHER FERNANDES

Executive Secretary

NANCY GRASSER

Executive Secretary

KATHERINE GARRY

Assistant to the Vice Dean

MARY GUTHRIE

Assistant to the Assistant Dean for Admissions

JACQUELIN H. JAGER

Assistant to the Registrar

LAURA KOCH

Senior Assistant

EILEEN LAURENZANO

Assistant to Assistant Dean for Financial Aid

BETTY LEONARDO

Executive Secretary

DAWN MARZELLA

Executive Secretary

MARY McDERMOTT

Assistant to the Law School Computer Facility

JOSEPHINE MILAZZO

Executive Secretary

OMAYRA PEREZ

Executive Secretary

ANN PLEICKHARDT

Senior Clerk, Admissions

SHEILA SHOOB

Executive Secretary

GAIL M. TRAVERS

Senior Executive Secretary, Registrar's Office

DORIS URBACH

Senior Executive Secretary

LAW LIBRARY

JUDITH FORD ANSPACH

B.S., Kent State University
M.L.S., Kent State University
J.D., Mississippi College
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HOFSTRA UNIVERSITY

SCHOOL OF LAW

APPLICATION FOR ADMISSION

ADMISSION PROCEDURE

Applications for admission must be submitted on the School of Law's official application form. All questions must be answered and the application must be signed and dated. You must notify the Law School of any change(s) of status as to any part of this application, which may occur after the date of signature on this application, and submit the required explanations within 30 days of the status change.

The School of Law will begin to receive applications for the fall semester from the first of October prior to the September in which an applicant seeks to be admitted. Applications are processed on a modified rolling admissions basis. Therefore, it is advisable that the application and related materials be completed as soon as possible. The deadline for filing applications is the fifteenth of April. Personal interviews are not part of the regular admissions process. However, we do read personal statements submitted by applicants, and we give substantial weight to recommendations from responsible people who know the applicant and are prepared to vouch for him or her as a matter of personal judgment.

The steps in the admission procedure are as follows:

1. Send a completed application directly to the School of Law.
Complete the postcards and labels.
2. Include a check or money order in the amount of \$60, payable to the order of Hofstra University, in payment of the application fee. This fee is not refundable, is not credited toward tuition, and is not applicable toward the fee for the LSDAS.
3. The personal statement must be completed for the application to be processed.
4. Arrange for the School of Law to receive a completed Student Evaluation Form and one letter of recommendation. If possible, we encourage at least one letter of recommendation from an academician. Additional references are not required but are encouraged.
5. Register with LSDAS and supply it with the data requested.
6. Arrange to take the LSAT. You need not wait until you have taken the LSAT to make formal application to the School of Law. Application forms for the LSAT can be obtained by writing directly to:

Law School Admission Services
Box 2000
Penn Street
Newtown, PA 18940-0998

Applications will be reviewed periodically throughout the winter and early spring months, and applicants will be notified of the decisions reached on a continuing basis. Acceptances can be made only by the Dean in writing, and no one is authorized to make any representation regarding the status of an application or the likelihood of an acceptance. A limited number of highly qualified applicants who are not immediately accepted will be given the opportunity to be placed on our Waiting List.

REACTIVATING ADMISSION FILES

Applicants who have applied for admission within the past three years may file written requests that their applications be reactivated for consideration. An application fee of \$60 must accompany the request. Such applicants must update the file, may submit additional recommendations, and must arrange for their LSDAS subscription to be active.

Student Application page 2
PLEASE PRINT OR TYPE

☐ MR. ☐ MRS.
☐ MISS ☐ MS.

REACTIVATE () and date of prior application ()
TRANSFER ()
Social Security # _____

Name in Full _____
Last First Middle (Maiden Name)

Permanent Address _____ Telephone () _____
No. Street Area Code

City _____ State _____ Zip _____

Temporary Address _____ Telephone () _____
No. Street Area Code

City _____ State _____ Zip _____

Date of Birth _____ Place of Birth _____

Are you a U.S. citizen? ☐ Yes ☐ No If not, indicate country of citizenship _____

If not a U.S. citizen, are you a permanent resident of the United States? ☐ Yes ☐ No

If you wish to identify yourself as a member of a minority group, please indicate your ethnic origin below:

☐ African American ☐ Asian American/Pacific Islander ☐ Mexican American ☐ Puerto Rican
☐ Hispanic (other) ☐ Native American ☐ Other

(Self-identification by race or ethnic group is entirely voluntary and may be accompanied by an explanatory statement.)

Name of Parent or Guardian _____
(or name of person to whom communications should be addressed)

Address of Parent or Guardian _____ Telephone () _____
No. Street Area Code

City _____ State _____ Zip _____

ACADEMIC BACKGROUND

List all colleges, graduate and professional schools attended: (Attach additional sheets if necessary.)

	Name of Institution	Location	Dates of Attendance		Major Field	Degree Sought	Date of Graduation	Rank and Size of Class
			From	To				
Colleges								
Graduate and Professional Schools								

Scholastic honors: _____

Social Security # _____

Extracurricular activities: _____

Previous employment that you consider significant:

From	To	Position Held	Name and Address of Employer	No. Hours per Week	Reason for Leaving

Indicate the name and title of the person submitting the Evaluation Form: _____

(Note: Although only one such recommendation is required, you may submit references from more than one person.)

List all dates on which you have taken, or intend to take, the LSAT:

_____ Scores _____

☐ Please check here if you consider your background to have been disadvantaged and be sure to explain your reasons in a personal statement to be included with this application.

☐ Please check here if you are interested in housing on campus.

☐ Please check here if you are interested in receiving financial aid forms. Requests for financial aid do not affect decisions concerning admissions.

Have you ever been charged with, pleaded guilty to, or found guilty of any crime, offense or violation (other than a minor traffic violation)? _____

Have you ever been subject to any disciplinary action, placed on academic probation, or dismissed from any school, college, university or graduate/professional school that you have attended? _____

Have you ever registered for or attended any academic course of study at another law school? _____

Have you ever been discharged by an employer or asked to resign? _____

(Note: If the answer to any of the above questions is "yes," please provide full details on a rider to this application. If you have attended another law school, give dates of attendance and your reasons for withdrawal.)

Please describe how and where you learned about Hofstra University School of Law: _____

Have you applied or do you intend to apply to any other law schools? _____

If so, indicate the schools and the action taken on your application: _____

Student Application page 4

Please check the area(s) of law that interest you:

- ☐ Alternative Dispute Resolution
- ☐ Bankruptcy
- ☐ Children's Rights
- ☐ Commercial Transactions
- ☐ Constitutional Law
- ☐ Consumer Law
- ☐ Corporate and Securities Law
- ☐ Criminal Law
- ☐ Entertainment/Sports Law
- ☐ Environmental Law
- ☐ Family Law

- ☐ Governmental Regulation
- ☐ Health Law
- ☐ Intellectual Property
- ☐ International Law
- ☐ Labor and Employment Law
- ☐ Trial and Appellate Advocacy
- ☐ Public Interest Law
- ☐ Real Estate Law
- ☐ Tax Law
- ☐ Torts/Products Liability
- ☐ Trust and Estate Law

PERSONAL STATEMENT

Please use this space for your personal statement. Try to limit it to 500 words. If more space is needed or if you wish to submit other relevant information to the Committee on Admissions, attach additional sheets.

I hereby certify that the statements I have made in this application are complete and accurate. I understand that any action taken on this application by the Committee on Admissions is solely within its discretion and the decision is final.

I further understand that any false or misleading statement or omission on this application may be the basis for denial of admission, or if admitted, dismissal from the Law School or other appropriate sanction.

I also understand that I am required to notify the Law School of any change(s) of status as to any part of this application, which may occur after the date of signature on this application, and submit the required explanations within 30 days of the status change.

Signature of Applicant

Date

HOFSTRA UNIVERSITY

SCHOOL OF LAW

STUDENT EVALUATION FORM

I understand that federal legislation provides me with a right of access to this Student Evaluation Form and letters of recommendation written in conjunction with my application. I also understand that my right of access may be waived and that no institution or person can require me to waive this right. Accordingly, (check one)

- ☐ I waive access to this Student Evaluation Form and letters of recommendation.
- ☐ I do not waive access to the Student Evaluation Form and letters of recommendation.

Signature of Applicant _____

Date _____

Name of Applicant _____ has applied for admission to the Hofstra School of Law.

This form is for your convenience, but please feel free to write a letter on your letterhead instead of or in addition to completing this form. Please send your response directly to the SCHOOL OF LAW, 121 HOFSTRA UNIVERSITY, HEMPSTEAD, NEW YORK 11549-1210.

1. How long and in what capacity have you known the applicant? _____

2. I know the applicant: ☐ very well ☐ fairly well ☐ not very well

3. In comparison with others at this student's level, I would rate the applicant as follows:

	Top 5%	Top 10%	Top 25%	Second 25%	Lower 50%	No Information
Intellectual Ability						
Writing Ability						
Motivation						
Judgment and Maturity						
Creativity						
Ethical Sensitivity						

4. I believe that the applicant's grades ☐ do ☐ do not represent the applicant's true level of ability.

Comments: _____

5. What is your best judgment about the candidate's probable standing in class at the end of the first year at the Hofstra University School of Law?

☐ Top 5% ☐ Top 10% ☐ Top 25% ☐ Second 25% ☐ Lower 50%

Comments:

6. In summary, I would give a

☐ Very strong recommendation

☐ Strong recommendation

☐ Average recommendation

☐ Recommendation with reservations

☐ No recommendation

Comments: _____

[illegible]

Signature _____

Date _____

Print full name

Title

Institution

Business Address

Business Telephone Number